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VALUE CONFLICTS BETWEEN CIVIL SOCIETY AND MILITARY INSTITUTIONS--ETC(U)

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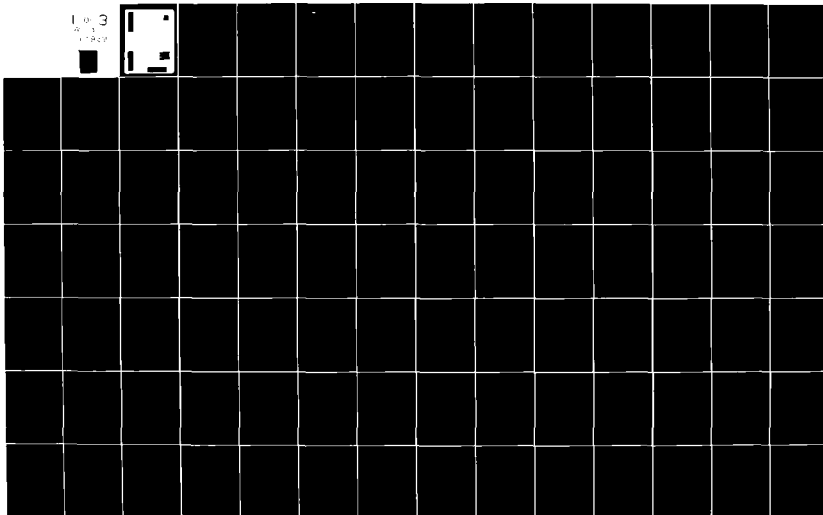
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# ARMY STUDY

Public Communications & Safety  
RAC Study 011.181

February 1972

## VALUE CONFLICTS BETWEEN CIVIL SOCIETY AND MILITARY INSTITUTIONS

by

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VALUE CONFLICTS BETWEEN  
CIVIL SOCIETY AND MILITARY INSTITUTIONS

ABSTRACT

Values interpreted in terms of the need hierarchy concept of Abraham Maslow were assessed for a stratified random sample of 1360 Army personnel in grades recruit through colonel, and 850 young persons for some of whom military service was imminent. Both samples were further divided on the basis of specific internal criteria into military-oriented and civilian-oriented respondents. The findings indicate the military-oriented come from lower socioeconomic levels, and value security, work, and an ordered environment more — personal identity and personal freedom less — than the civilian-oriented. The findings have implications for Army selection and recruiting policies.

## FOREWORD

The Army is faced with the problem of attracting new accessions and retaining qualified personnel in sufficient numbers to eliminate the need to rely upon the draft by mid-1973. An important factor bearing on this problem is the degree to which the values held by civilians in the population pool from which the Army must draw its manpower differ from those that are traditional to military institutions.

This study, which is one part of an Army-sponsored research program related to the American soldier of the 70's, examines value-related data gained from surveys completed by soldiers in the United States and by a sample of young persons at Armed Forces Examining and Entrance Stations who have not yet entered military service.

The findings demonstrate the nature and magnitude of value differences between those individuals who are militarily oriented according to a stated set of criteria and those who are not. The findings also suggest possible changes for Army consideration that could be of benefit now and in a truly volunteer Army.

Paul W. Keve  
Department Head  
Public Communications and Safety

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## SUMMARY

### STUDY OBJECTIVES

1. To describe significant points of value difference between the social value system in civilian life as contrasted with that of Army personnel, with emphasis on the values of the nation's youth.
2. To determine the feasibility of change in those Army institutional practices, policies, and traditions which appear to be causes of value difference and which will accommodate the societal values without compromising the Army's effectiveness.

### BACKGROUND

This study was conducted under the sponsorship of the Directorate of Discipline and Drug Policies, Office of the Deputy Chief of Staff for Personnel, Department of Army. It follows research previously conducted by RAC dealing with problems of dissidence in the Army.

Modern-day expression of dissidence in the Army and in civil society suggest that changes may be occurring in the principles and values that people hold and which serve as guides for their behavior. The extent to which Army personnel have value structures different from those of non-Army personnel, or the extent and the manner in which the Army contributes to value change, are not known.

It is important to learn what differences, if any, there are in basic values, and to be able to describe the depth of feeling and importance attached to those things which motivate people to behave as they do, and which govern their expectations about what the future holds for them.

Such knowledge is especially critical at this time in view of current examination of the concept of a zero-draft, all-volunteer Army. Better

information about the state and probable changes in life expectations of candidates and personnel for a volunteer service permits improved service planning, and may suggest changes necessary in the Army if the numbers and quality of personnel needed to man such a volunteer service are to be attracted to it.

#### DATA AND SAMPLE

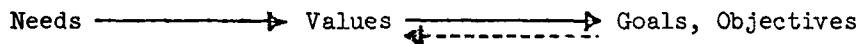
Most of the data for this report were collected during November 1970, and May and June 1971, using paper and pencil survey instruments administered by RAC staff members.

A total of 1360 officers and men at eight of the larger Army installations in CONUS completed a survey in November 1970. A random sample stratified by four grade levels was drawn at each post; the total sample consisted of 18 percent field grade officers, 16 percent company grade and warrant officers, 18 percent senior noncommissioned officers, and 48 percent lower ranking enlisted men.

In May and June 1971, 847 young persons being processed through Armed Forces Examining and Entrance Stations (AFEES) completed a similar survey.

Data Collection Instruments

The study deals with the matter of values. In the literature dealing with values, values are considered to be concepts of desirable end states of affairs, and usually are considered to include the means for attaining desired or preferred end states. They carry a connotation of morality, ethics, or other systematic justification for choice of preference. In this study values are inferred from human needs in the following fashion:



The basic needs are expressed in the behavior and principles of behavior which tend to gratify those needs. These behaviors and principles are termed "values." Values usually are affectively charged; that is, they represent emotional commitments, both positive and negative, which may be aroused in action by appropriate stimuli or influences. Goals and objectives are defined by the individual on the basis of values. The goals are expressive of and make more explicit the principles and values that are demonstrated. Thus values are inferred from needs, as the

gratification of a need can be an expression of values; values also might be deduced from the goals and objectives of the individual. The end goals in the gratification process make explicit the parameters of the value.\*

The survey instruments (App A) used in the study to collect data about values were developed by RAC personnel, formulating survey items around the need and value theory of Abraham Maslow.\*\* Maslow postulated an hierarchy of five human needs, ranging from (a) the most basic needs for food, warmth, and physical comfort (the physiological needs) on through (b) the need for safety and security, (c) the social needs of belongingness and love, (d) the need for a sense of self-worth (self-esteem), and (e) finally, the highest order need — that of self-actualization — making the most of one's potential. The theory postulates that, as a general rule, each of these needs tends to be satisfied in turn before the individual seeks satisfaction of the need of the next higher order. This is obviously only a general statement of relationships of ordering within the need hierarchy, as one can readily describe situations in which men are moved to act out of higher level needs, sometimes to the sacrifice of those at lower levels.

One aspect then of the survey instrument deals with importance and gratification of needs by asking questions about his (a) work, (b) family, (c) friendships, (d) personal development, (e) income and economic security, and (f) his comfort and pleasure. For each question the respondent indicated first, his level of satisfaction with that value, and second, the relative importance he attached to each of the six. Each of the six questions took the form shown in Fig. S1.

A further basis for assessment of the values of a respondent was obtained by his selection of the most important among a list of 30 specific goals and objectives in life, ranging from such things as health care and good working conditions, ability to plan one's future, having free time, having respect of others, doing important work, to finding the beauty in life. The respondent picked the goals that were most

---

\*Wilson, I. H., "The New Reformation, Changing Values and Institutional Goals," The Futurist, June 1971.

\*\*Maslow, A. H., Motivation and Personality, Harper & Bros., N. Y., 1954.

Satisfaction of Values (Circle the number that best applies to you.)

- How satisfied now are you with yourself — your personal development into the kind of person you wish to be?

1	2	3	4	5	6	7
Not at all			About			Very
Satisfied			Average			Satisfied

- and five similar questions concerning:

Work

Family

Friendships

Economic Security

Comfort and Pleasure

Importance of Values (Judge how these items rank in importance to you  
Put a 1 for that most important, 2 for the next in importance,  
until you have ranked all six.)

\_\_\_ Work

\_\_\_ Family

\_\_\_ Friendships

\_\_\_ Personal Development

\_\_\_ Economic Security

\_\_\_ Comfort and Pleasure

Fig. S-1 - The General Form of the Six Value Questions

important to him, and indicated as well where each of the 30 goals could be better satisfied — in an Army, or in a civilian environment. An example of the form of this part of the survey instrument also is shown in Fig. S1. (S-1)

The survey instrument had three other parts: a section dealing with biographical and socioeconomic characteristics of the respondent, a part dealing with the reenlistment potential of the respondent, and one dealing with suggestions for improvement in the military system made by the respondent.

None of the six value questions relating to work, family, and so on, is exclusively related to a single need hierarchy item, nor can any of the 30 items representing goals always be assigned exclusively to a single need category. An estimate of the need components of each of the six value questions, of the 30 goals, and of the suggestions for change in the Army (offered by respondents) was made by seven RAC analysts who allocated the need "loadings" on each value, goal, or change item. For example, work was judged to be related principally to security, self-esteem, and self-actualization needs; family, and friendships, were judged to be related principally to social and self-esteem needs. Such estimated need loadings can then be used to assess the survey results in terms both of direct response to the value questions and goals, and in terms of the needs inferred by respondents.

To assure candid response, all responses to the surveys were anonymous, and the individual was assured that he would not be identified with his responses.

#### ANALYSIS

Survey data were machine-processed and then analyzed in terms of the general relationships in the military sample, and then in terms of the military/civilian sentiment of respondents.

Since a major objective of the study is to determine value differences between members of military institutions and those of civilian society, a significant part of the analysis has dealt with structuring the military sample into subsamples representative of military and civilian viewpoints. The military sample is a sample of persons in the Army, and thus includes

many persons in uniform who may not necessarily hold with a military value framework; many, both officers and enlisted, are in the service by reason of law, and they may indeed be civilians at heart.

It was reasoned that if the truly military-oriented servicemen could be distinguished, the characteristics and values of such persons could then be contrasted with those truly not military-oriented. In a sense, the values of the long-time members of the military institution, such as field grade officers and senior NCOs, represent the values of the institution. But this portion of the sample does not include the age group in which there is special interest (and as will be demonstrated, age has significant influence on needs and values). Some other means of isolating the military-oriented was necessary.

The technique used was to sort the military-oriented servicemen out of the total sample by the way in which they had responded to that part of the instrument dealing with 30 valued life goals and objectives — specifically responses to the following goals, all related principally to self-esteem and self-actualization:

- Opportunity to serve the country
- Opportunity to find beauty in life
- Doing important work
- Ability to make a better world
- Make the most of myself

The total sample of 1360 respondents was sorted in this manner: anyone who indicated that any one or more of these five goals was among the most important to him, and who also said that that goal could be better satisfied in the Army than in civilian life, was chosen as representative of the military value system, i.e., was military-oriented. Then all those persons who selected one or more of these same goals as being very important, but indicated that it could be better satisfied in civilian life, were chosen as being representative of the civilian system, i.e., were civilian-oriented. This resulted in a military-oriented sample of 228 and a civilian-oriented sample of 413. The 719 not selected either had not indicated one or more of these objectives to be important, or were indifferent as to the environment in which an item judged important could be better satisfied. Excluding from this part of the analysis the



respondents less definitive in view exaggerates differences between the two groups selected, as it considers only the ends of the military/civilian environment spectrum. The proportions of the total military sample of 1360 falling in the military and civilian orientation categories were:

	<u>Grade</u>	<u>Orientation</u>	
		<u>Military (%)</u>	<u>Civilian (%)</u>
Low rank enlisted	(E1-E4)	8	41
Noncommissioned officers	(E5-E9)	24	21
Company grade and warrant officers	(O1-O3 and W1-W4)	15	32
Field grade officers	(O4-O6)	36	11

Approximately 50 percent of the total sample in each grade grouping was sorted out by this technique. As is seen the proportion of military-oriented is lowest among lower ranking enlisted men and officers, and is highest among field grade officers.

In the slightly modified survey instrument administered at the AFES, a question included among the biographical background questions was one as to whether the respondent would or would not have entered the Armed Forces at that time if there had been no draft — to which he answered yes or no. Some 297 respondents indicated that they would have entered if there had been no draft, leaving 549 who would not. The responses of those who would have entered if there were no draft have been compared with those who would not. This distinction is another way of examining the views of the military- versus the civilian-oriented persons; it is judged to be a more valid way of distinguishing the two groups for these persons who have not yet experienced military life.

#### FINDINGS

##### Total Military Sample

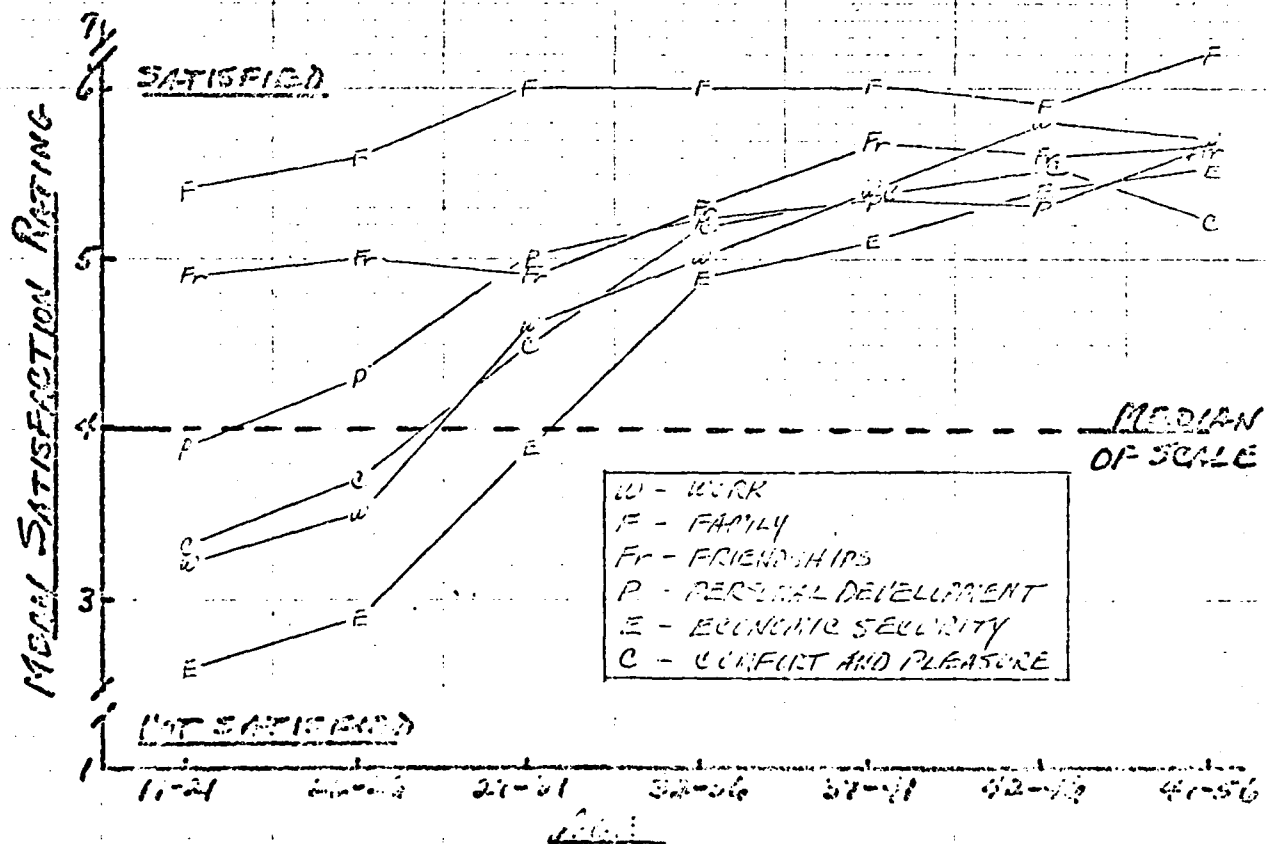
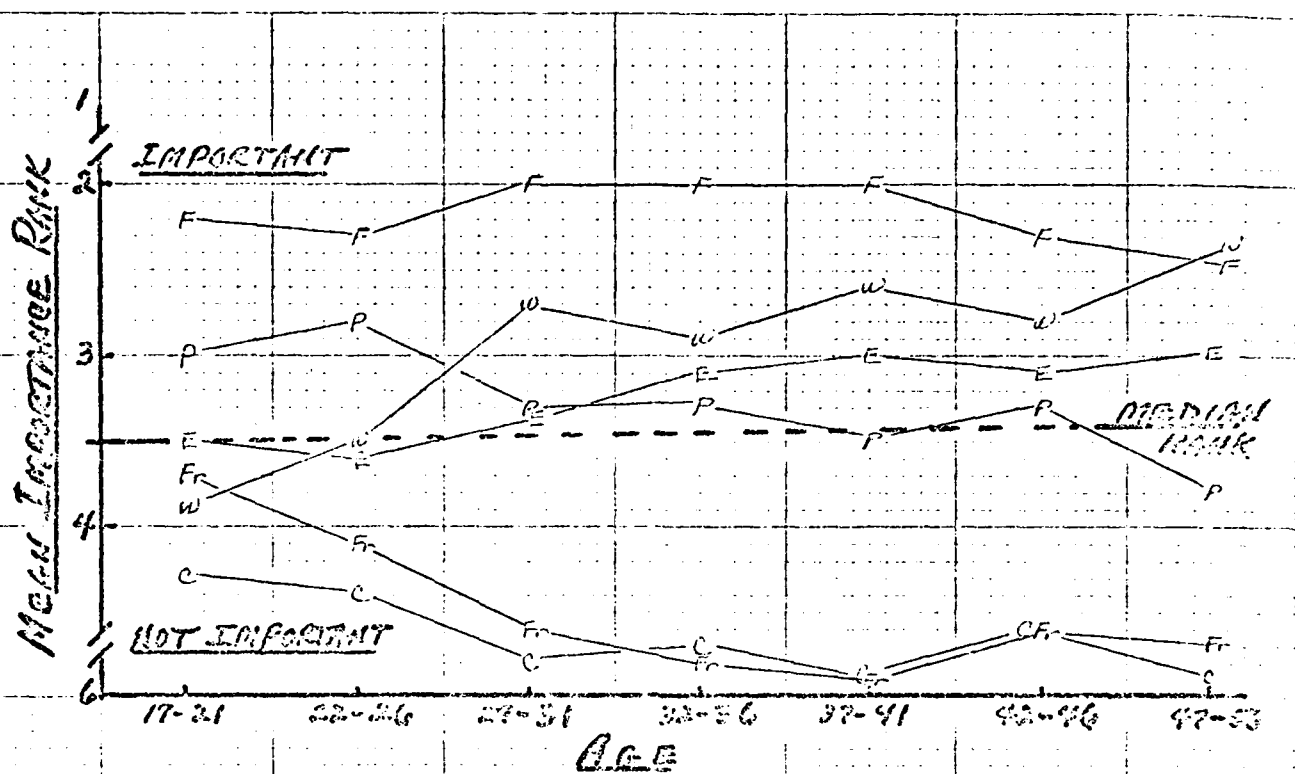
Influence of Age. The sample included military personnel ranging in age from 17 through 57, E1 through Colonel. Age of the respondents has been found to be a critical factor throughout the data; whenever comparisons are being made across age groups, the influence of age needs to be considered. The relationship between age of the 1360 military respondents

and their responses to the six value questions is shown in Fig. S2. The most significant findings are:

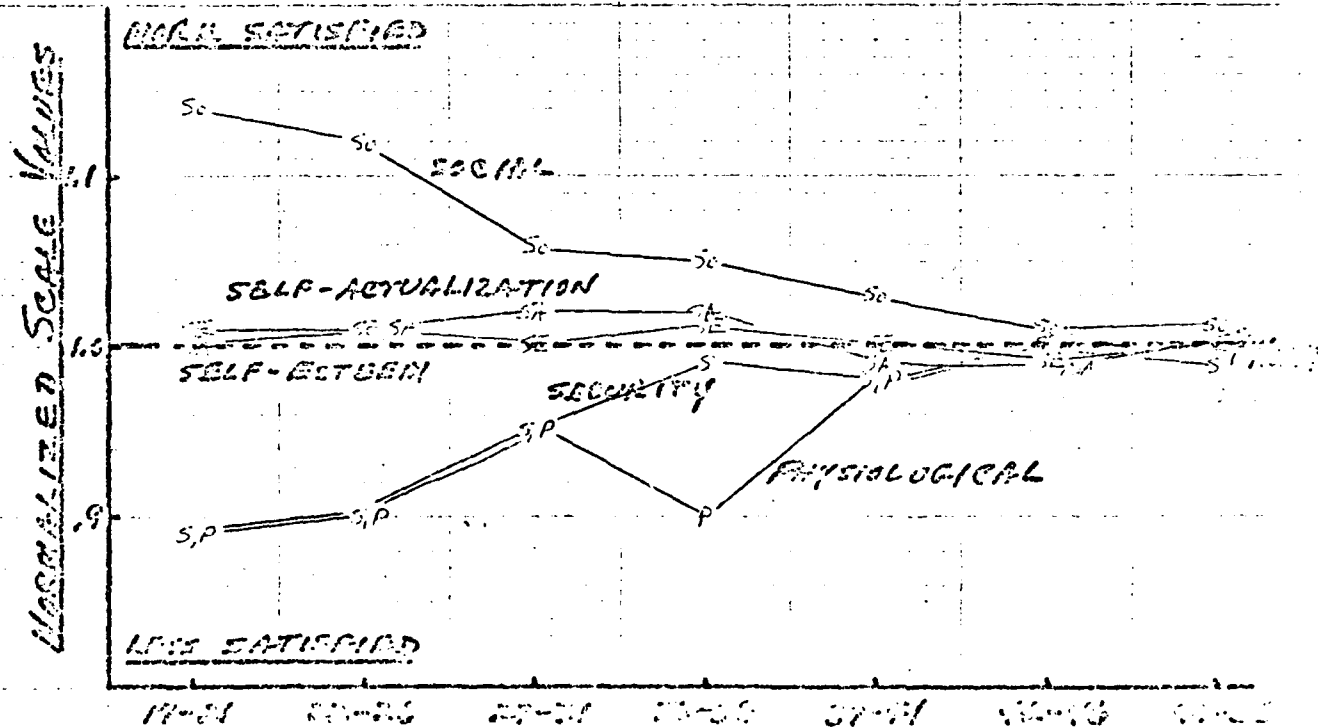
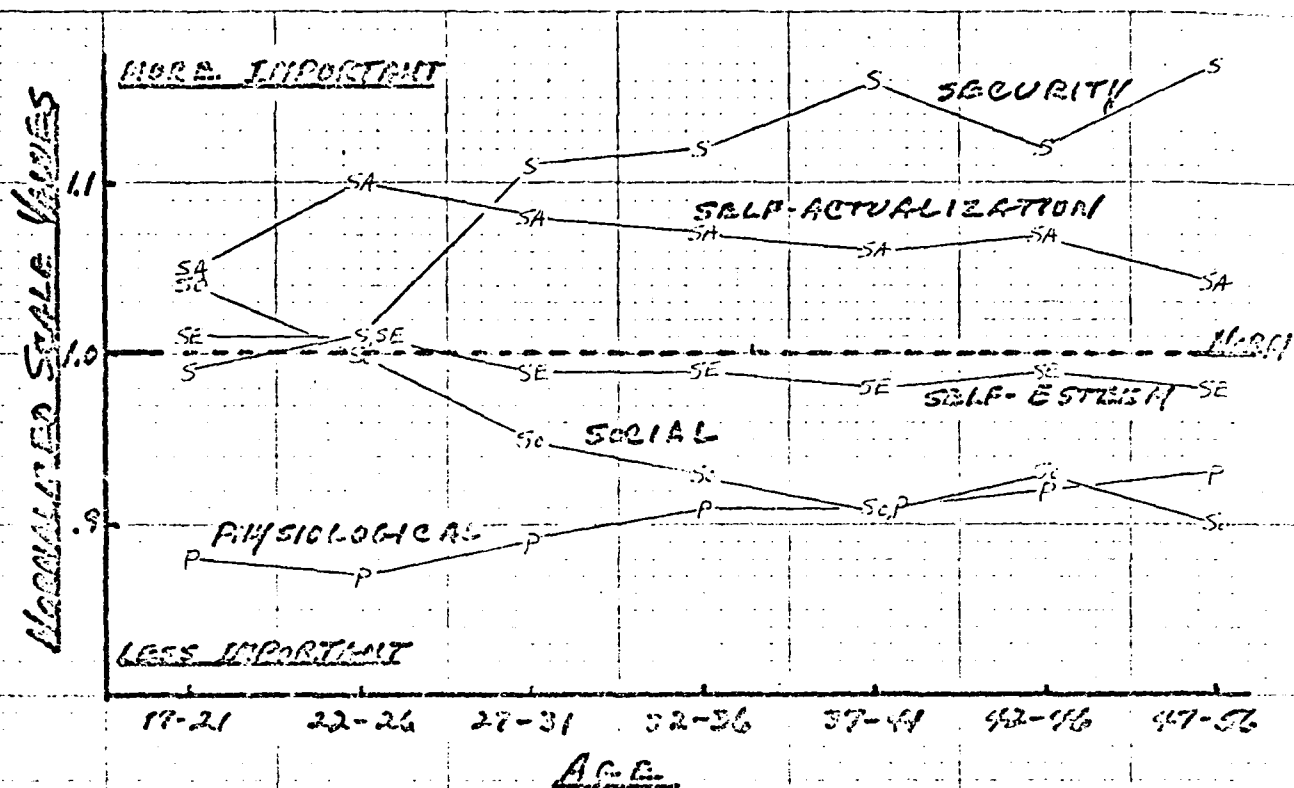
- Satisfaction from and importance attached to family are consistently highest among all the value questions for all personnel at all age and grade levels.
- Personal development is second in importance to the young persons, but drops off in importance with age.
- Satisfaction with and the importance attached to work increase systematically with age, becoming for the older respondents as important as concern for family.
- Satisfaction with friendships also is high at all age levels, but the importance attached to friendships, while relatively high for younger persons, decreases in importance with greater age.
- Satisfaction with economic security is lowest among all of the six value items for the young, and becomes increasingly important and better satisfied with age.
- Satisfaction in the military environment increases with age across all of the value items; those in the military appear to become increasingly content as they grow older.

The relative importance and satisfaction of inferred needs over age are shown in Fig. S3. All points above the midpoint of the statistically normalized scale (norm) in Fig. S3 are of relatively greater importance, or indicate relatively greater gratification of the need; those below the norm are relatively less important or relatively less well satisfied.

- The need for security becomes increasingly important with increasing age; physiological needs appear to be generally lowest in importance across all age levels.
- Self-actualization is above the norm in importance for all age levels and is perceived to be nominally gratified in Army service.
- Social needs are important to youth, but become much less important with increasing age; they are relatively well satisfied in the military environment at all age levels.
- Physiological and security needs are relatively less well satisfied for the young persons in the military environment, but approach the norm with increasing age.



**FIG22-RELATION BETWEEN RESPONSES TO VALUE QUESTIONS AND AGE FOR MILITARY SAMPLE**



**FIG 53-RELATION BETWEEN EXPRESSED NEED AND AGE FOR MILITARY SAMPLE**

- Self-esteem tends to become slightly less important with age and is generally well gratified across all age levels.
- All needs appear to be gratified equally well after about age 40; the Army environment appears to be meeting the need requirements of those remaining in the institution beyond that age.

Values and Needs of Youth. Considering the values of youth in military society, as deduced from the six value questions, and from the goals selected as important:

- Youth have highest concern for family, as expressed in objectives of a happy family life and security for family.
- Youth have high concern for their personal development, as expressed by goals for fair and equitable treatment by others, desire to find "beauty in life," and opportunity for education.
- Youth attach much more importance than their elders to friendships, and derive relatively greater satisfaction from friendships and peer relationships.
- Youth concern for creature comfort is greater than that of those older, but is lowest among the six value categories.

In terms of the inferred needs of youth in the military environment, the following findings emerge:

- Among all needs, self-actualization needs are relatively the most important to the young.
- Physiological and security needs are relatively less well gratified, but physiological needs also are less important to youth.
- Social needs are well gratified, and moreover are relatively important.

#### Military/Civilian Orientation

The military-oriented respondents across all grade levels had achieved significantly lower educational levels than the civilian-oriented respondents. Additionally, they grew up in families that had smaller family incomes, and they generally were from lower socioeconomic levels. More of the military-oriented were reared in the South Atlantic and East South Central regions of the United States; relatively few were reared in the Pacific states region. A greater proportion came from rural communities.

Since the focus of the study is on youth, the value characteristics of the military-oriented youth (E1-E4's), were contrasted with those of civilian-oriented E1-E4's (Fig. S4):

- Youth of both orientations indicate family and personal development to be of highest importance to them.
- Military-oriented youth value the military job/duty/work more importantly than do the civilian-oriented, as expressed in higher concern for training in new responsibilities, wanting their work to be "important" and meaningful in "making a better world."
- As could be expected, the military-oriented youth find greater satisfaction from most aspects of military environment than do the civilian oriented, and show significantly greater tolerance for order, structure, and discipline. In fact, it seems that those persons who like the military environment indeed may need order and structure in their living. Those persons who like the military environment find especially more satisfying what the Army affords them in the way of work and duty, personal development, economic security, and comforts.

The relative need levels of the E1-E4's in the military- and civilian-oriented subsamples are shown in Fig. S5. It is seen that:

- The military- and civilian-oriented alike express greatest concern for self-actualization needs.
- Both groups attach relatively little importance to physiological needs.
- The military-oriented youth in the military indicate all needs generally satisfied, with perhaps social needs more so, and physiological and security needs less well satisfied.
- In contrast, the civilian-oriented youth in the Army find their physiological and security needs relatively unsatisfied, and their social needs relatively well satisfied.

The AFES respondents assign the same order of importance to the value questions as do the E1-E4 in the military sample, with work again being more important to the military-oriented. From the standpoint of satisfaction of these values, however, the picture changes. While family and friendships continue to be the most satisfying, satisfaction levels

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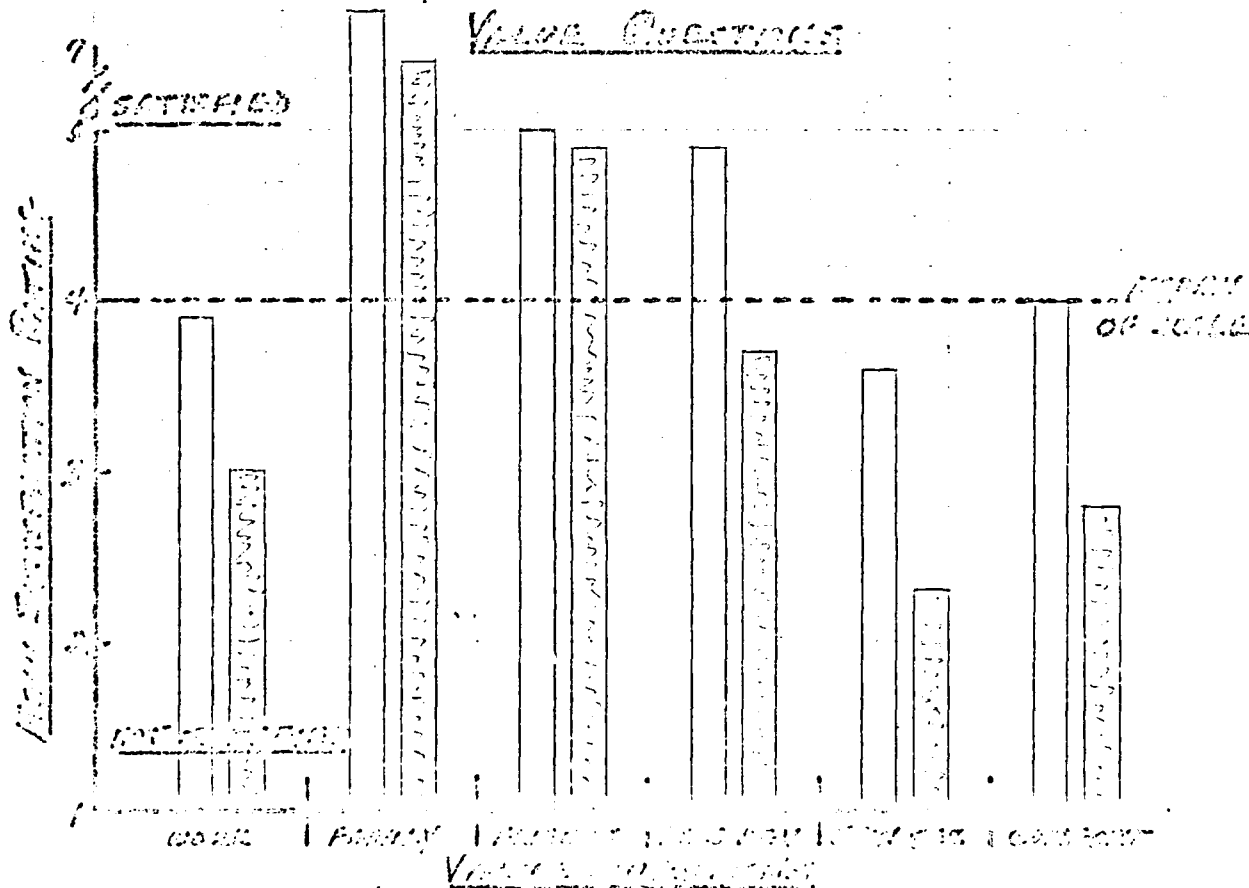
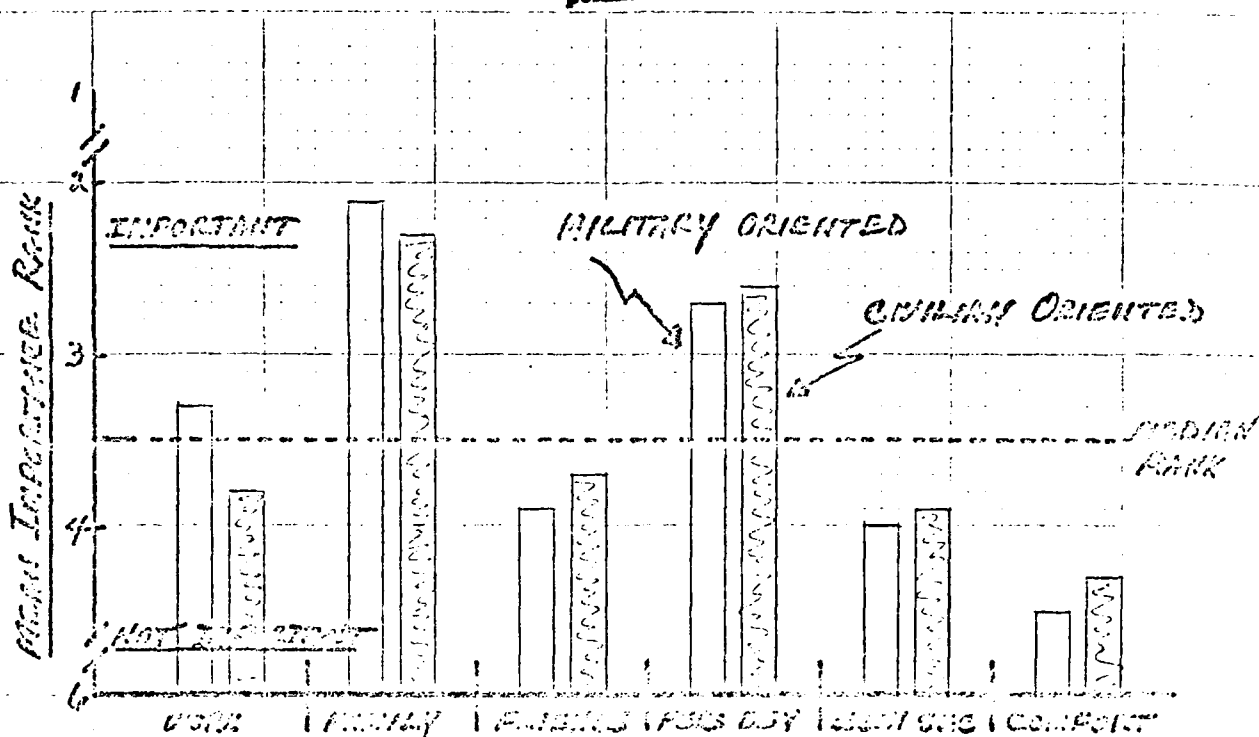
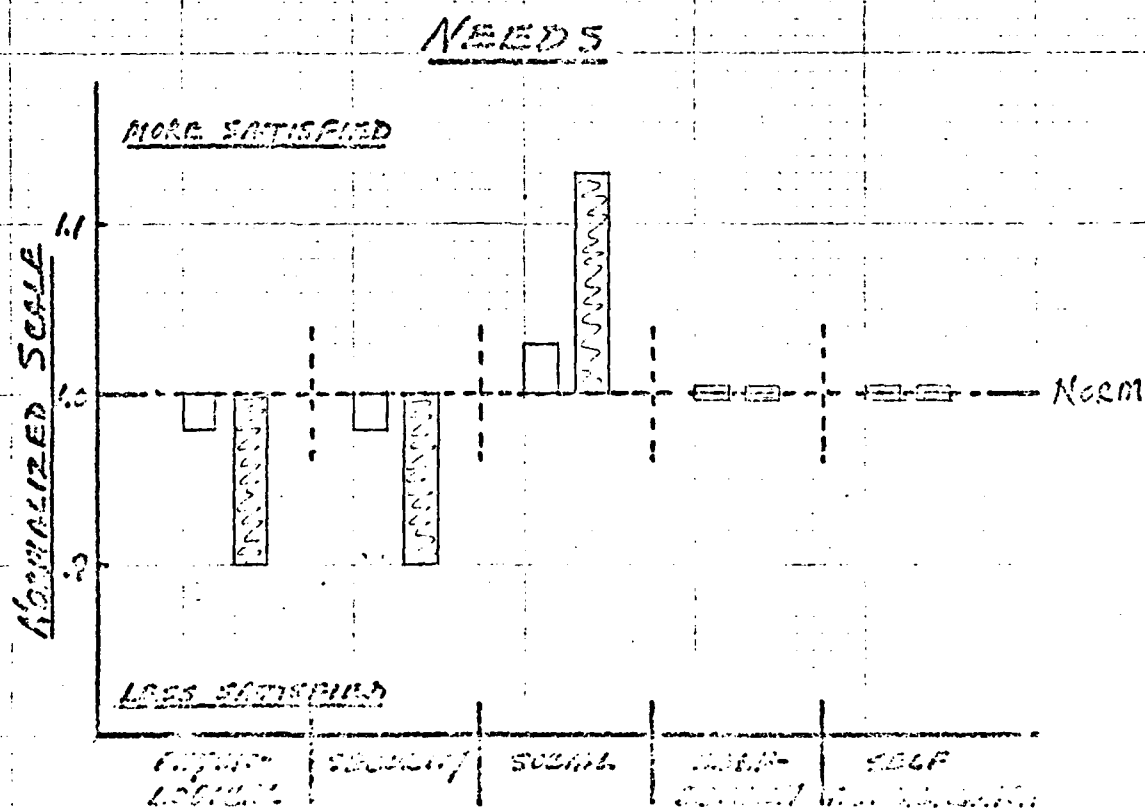
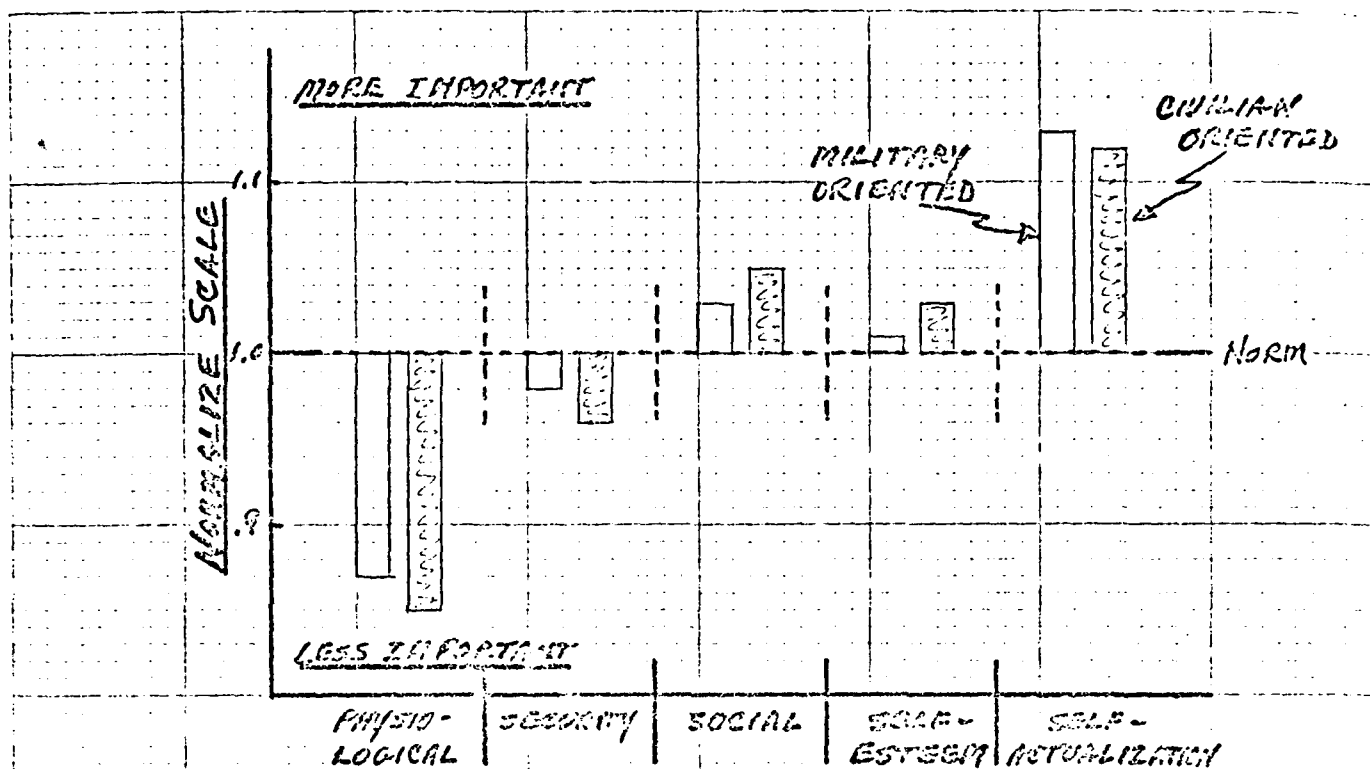


FIG 54-RESPONSES TO VALUE QUESTIONS BY MILITARY OR CIVILIAN ORIENTED E1-E4s



**FIG 55-IMPORTANCE AND SATISFACTION OF NEEDS OF MILITARY OR CIVILIAN-ORIENTED E1-E4s**



are generally higher for all members of the AFEEES sample, especially with respect to comfort, economic security, and work. The military-oriented AFEEES respondents (those who said they would have entered the service regardless of the draft) are less satisfied on all six value items than the civilian-oriented ones. Thus it appears that those voluntarily joining the military services are drawn especially by the prospects of military work/job/duty and associated personal development, despite any perhaps recognized lack of creature comforts and threat to individuality and personal freedom in the military service (30 percent of the sample indicated they were unemployed).

#### Potential for Reenlistment

Those persons who indicate a high potential for reenlistment in the Army have the same characteristics as described for the military-oriented, that is, an expectation for personal development in the Army and a concern for work. Such persons find Army work satisfying and consider work an important value. They find friendships, personal development, economic security, and comfort and pleasure more satisfying than those who would not reenlist.

#### SUGGESTIONS FOR CHANGE

The second objective of the study was to determine the feasibility of changes in Army institutional practices, policies, and traditions which might accommodate value differences without compromising the Army's effectiveness.

#### Evaluation of Suggestions

The survey instrument asked for suggestions for change in the Army. The suggestions were summarized and ranked according to the frequency with which the change was suggested by various grade levels, and the frequency suggested by military- and civilian-oriented respondents. A technique for evaluating feasibility of these suggestions (a modification of the Delphi method) was devised and tried out, using as judges three well-qualified Army field grade General Staff Corps officers and four members of the RAC analyst staff. Five criteria were considered in the evaluation of feasibility of a suggested change: (a) effect of the change on military performance of men in military organizations, (b) cost of the change, (c) the attractiveness of the change to soldiers now in uniform,

(d) the realtion of the change to accepted institutional characteristics of the Army, and (e) the political feasibility (both in and outside the Army) of implementing the change.

Twelve generic changes were evaluated. They are listed below in order of the frequency of their mention by respondents:

- (1) Increased enlisted pay and allowances
- (2) Increased freedom and privacy in enlisted quarters
- (3) Improved procedures for assignment to duty dtation
- (4) Improved availability of family housing for lower ranking enlisted men
- (5) Improved evaluation and promotion procedures
- (6) Improved military leadership
- (7) Establishment of moderate regularity in duty hours
- (8) Increased personal control for lower ranking enlisted men
- (9) Improved MOS designation and job assignment
- (10) Improved military/civilian relationships
- (11) Invoking of more stringent selection criteria
- (12) Liberalization of Army policies and missions

The suggestions judged least feasible, principally from the stand-point of being too costly, of not significantly improving military effectiveness, or of having a perhaps detrimental effect on the established military system, were the following:

- (12) Liberalization of Army policies and missions (judged low on all criteria except attractiveness to soldiers).
- (8) Increased personal control for lower ranking enlisted men (judged not to be especially costly, but thought not to improve military effectiveness or to be salutary for the military system).
- (4) Improved availability of family housing for lower ranking enlisted men (judged too costly and probably politically infeasible).

Those suggestions judged most generally feasible were:

- (3) Improved procedures for assignment to duty stations — longer forewarning, choice of assignment, stabilized tours, security for family.

- (5) Improved evaluation and promotion procedures — reduced effect of time in grade, increased use of other ways of measuring merit, ways for appeal of perceived unfairness in evaluation.
- (7) Increased regularity in duty hours — meaningful duty, equity in extra duties.
- (9) Improved MOS designation and job assignment — feeling of growth and progress through assignments.

All of these items are judged to improve military effectiveness, are not judged to be especially costly, and would not significantly hurt the established military system. It was recognized that these items are aspects of good military management, and that continuing efforts are being made for their improvement. It is of interest that they have been singled out by service personnel as being critical to the feelings of pleasure and satisfaction in the military service.

Most of those suggestions for change cited as being readily feasible are not areas, however, which discriminate between the military- and civilian-oriented E1-E4's in the sample. While both the military and civilian oriented feel these things to be important, they generally are not points of difference between the two groups. Points of difference between the E1-E4's in the military/civilian dichotomy arise with respect to increased pay, in which the civilian-oriented persons mention pay significantly more often; greater freedom and control — again in which the civilian-oriented are more concerned; reduced harassment and better leadership — again in which the civilian-oriented are more concerned. While changing some of these aspects of military service might accommodate value differences, they may not necessarily be beneficial in attracting greater numbers of military-oriented persons into the service, nor will accommodating to these societal pressures necessarily assure a better, or even as good, military institution.

#### Need Components of Suggestions for Change

Suggestions for change in the Army also were examined as expressions of the varying needs of the military- and civilian-oriented in the population. The ten most frequently mentioned suggestions for each of the four grade categories were examined in this context. The need components of suggestions are shown by grade for the two subsamples in Table S1.

Table S-1

DISTRIBUTION OF NEED COMPONENTS AMONG MAJOR SUGGESTIONS<sup>a</sup> FOR CHANGE  
(By Grade Level and Military/Civilian Orientation)

Grade	Need Component (%)				
	Physio- logical	Security	Social	Self- Esteem	Self- Actual- ization
<u>Military Oriented</u>					
E1-E4	16	20	21	28	15
E5-E9	11	23	22	30	14
O1-O3	13	25	22	26	13
O4-O6	15	27	20	23	14
Mean	13.75	23.75	21.25	26.75	14.0
<u>Civilian Oriented</u>					
E1-E4	10	20	19	34	16
E5-E9	10	22	19	32	18
O1-O3	7	22	18	33	19
O4-O6	9	26	19	28	18
Mean	9.0	22.5	18.75	31.75	17.75

<sup>a</sup>Top ten suggestions for change made by each grade level within a military or civilian orientation subsample.

The suggestions of the military-oriented bear more than the civilian-oriented on physiological, security, and social needs; while the self-esteem and self-actualization need components are lower for the military-oriented than they are for the civilian-oriented. That is, the suggestions of the military-oriented deal more with Maslow's lower order needs and less interest in higher order needs than do the civilian-oriented. This might be interpreted in two ways: either that the military-oriented persons are seeking as yet ungratified satisfaction of the lower levels in the need hierarchy, or that the military-oriented find the higher order needs sufficiently gratified in the military environment that they can suggest changes which would improve lower order need gratification. The two interpretations are not incompatible, despite Maslow's suggestion that lower needs are sought before higher ones. This anomaly may be reconciled by recalling that self-actualization may include action on behalf of those lower order needs not yet adequately gratified.

#### SUMMARY OF MILITARY VALUE ORIENTATION

On the basis of the foregoing results, as amplified by additional findings in the body of the full report, the distinguishing, motivating characteristics of the persons ostensibly favoring membership in the Army can now be summarized.

The military-oriented derive much satisfaction in the Army from work activities, from family, and from the economic security that the Army offers; they consider work and the Army job more important than do the nonmilitary-oriented.

The military-oriented are idealistic and patriotic, valuing the opportunity to serve the country, feeling generally that what they are doing is important, that they are contributing to a better world through their military service; they desire training to expand their duty responsibilities.

The military-oriented are especially concerned that their families be secure, that there be more and better on-post family housing, and that allowances and benefits affecting the family be improved. Security of the family (as contrasted with the family's intrinsic happiness) is emphasized, perhaps in recognition that duty may require the military member to be away from the family.

The military-oriented ascribe less value to planning for the future, a comfortable life, good working conditions, stability, and long, deep friendships. They are less concerned about threats to their identity, and the intrusions of military life upon their personal freedom. They favor a less permissive military atmosphere and a more controlled environment (than obtained at the time of data collection).

The military-oriented are more secure in a regimented social system. Self-esteem needs appear to be less, or it may be that the military-oriented person knows who he is — that he is essentially a more secure person; the military social system supports him in this, provides him guides and bounds for his behavior. His self-actualization needs appear to be somewhat submerged in the accomplishments of the military institution; but he expects the institution to provide opportunity and increasing responsibility for his personal development.

The military-oriented requires his self-respect, but he is willing to sacrifice leisure, to work hard, to endure hardship, so long as he can be assured that his family is being taken care of, and so long as he has a meaningful job to do and support from the institution to do it.

Recruiting perhaps should stress more these aspects of the soldier's value system.

#### RECOMMENDATIONS

The recommendations that follow summarize the perceptions of the study team and survey respondents as to general areas of concern for the Army. It is recommended:

1. That the Army make maximum effort in finding additional ways, including establishing formal organization and procedures at the unit level, to enhance the happiness and security of families of service members at all grade levels — to assure the service member that the Army cares about his dependents, and is looking toward their well-being whether or not duty separates him from them.
2. That the Army continue to search for ways, and for leadership and management practices, that will enable service members at all grade levels to grow in experience, knowledge, skill, and responsibility so that every serviceman has a realistic career perspective and opportunity,

at the unit level, to examine and change his career plan, and to challenge perceived unfairness or inequity in its execution.

3. That the Army take into account — in its practices, public relations, and recruiting — that Army life is unique in character, that it will not accommodate to everyone, that it is especially suited to those who value security, opportunity, structure, and order, but who will not be dissuaded by temporary hardship and a sometime lack of creature comforts and the social amenities.

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## PURPOSE OF STUDY

### STUDY OBJECTIVES

The objectives of this study are broken down into two separate elements:

a. To describe significant points of difference between the social value system in civilian life as contrasted with that of Army personnel, with emphasis on the values of the nation's youth.

b. To determine the feasibility of change in those Army institutional practices, policies, and traditions which appear to be causes of difference and which will accommodate the societal values without compromising the Army's effectiveness.

In suggesting changes, the importance of the fundamental and traditional values of military institutions and their members upon which effective operations in combat and other Army missions are considered to depend, are recognized.

### STUDY TASKS

The study has four tasks, namely:

a. To survey Army military personnel to determine those situations which create friction between the Army as an institution and its personnel.

b. To survey men whose military service is imminent, or who have enlisted or been inducted recently into the Army.

c. To identify alternative Army practices, procedures, or policies which would tend to reduce the impact of value conflicts.

d. To design evaluation techniques to measure the effectiveness of recommendations made under Task c.

Persons having values in common with civilian society and with the military institution are to be found both in Tasks a and b. The samples in the two tasks are separated appropriately in the analysis to draw out possible value differences.

#### DISCUSSION

The Army is a part of US society, and a part of the societal values of the nation. The study seeks to learn the differences, if any, between the social values operative in civilian life as contrasted with those operative in the Army, with emphasis on those of youth exemplified in both spheres. Knowing the strength of basic values, one may be able to describe the depth of feeling and importance attached to those things which motivate people to behave as they do, and which govern their expectations — hopes and fears included — about what the future holds for them.

While such knowledge will always be useful, it is especially critical at this time in view of current examination of the concept of a zero-draft, all-volunteer Army. Better information about the state and probable changes in life expectations of candidates and personnel for a volunteer service permits improved planning, and may suggest changes necessary in the Army if the numbers and quality of personnel needed to man it are to be attracted to it.

## BACKGROUND

### DEFINITION OF VALUE

There is a large body of literature in the behavioral sciences which deals with the concepts of values and related attitudes and beliefs.

Generally, values are considered to be concepts of a desirable end state of affairs and are usually considered to include the means for attaining desired or preferred end states. They carry a connotation of morality, ethics, or other systematic justification for choice or preference.

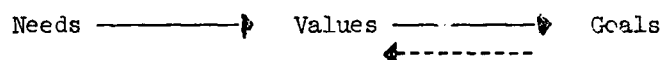
Attitudes and values may be inferred from human behavior, and thus will vary with culture, class, ethnicity, intelligence, family characteristics. There is consensus that there is a conceptual cognitive element in values which reflects more than isolated needs, emotions, or reflexes; there is a cognitive or thought process involved in addition to the basic need or level of desire. Values are affectively charged; that is, they represent emotional commitments, both positive or negative, which may be aroused into action by appropriate stimuli or influences. Thus, an aroused attitude consists of three components of internal responses: affective (emotional) reactions, cognitions (thoughts, perceptual reactions), and action tendencies. Specifically, there is no unanimity of opinion as to whether values are goals, the criteria by which the goals are chosen, or the means to obtain a specified goal. Some authors assert that anything

which is valued or desired, including an object or end result, represents a value, while others say that values are merely the criteria for choosing preferences among end states.

Maslow\* postulates a hierarchy of human needs, ranging from physiological — the most basic — on through security, belongingness, self-esteem, and self-actualization. He notes an interrelationship between needs and values, pointing out that people value the gratification of any need; that while a need may not be a value, gratifying it is valued. His system also notes the ethical or moral content of value systems, as well as their relationship to biological, social, and psychological needs.

The approach of the study to the values of American servicemen is twofold. First, it explores how well needs are perceived as being gratified. Then, a variety of value items are assessed by Army and non-Army personnel as to their importance, and whether each item is more likely to be gratified in civilian life or in the Army. The responses indicate values or evaluation criteria which underlie attitudes, and thus can be used to develop value profiles of the personnel surveyed.

In general, needs determine values, and values are inferred from the goals or objectives toward which people aspire; values also determine goals. Diagrammatically, the relationship is:\*\*



\*Maslow, A. H., Motivation and Personality, Harper and Brothers, New York, 1954.

\*\*Wilson, I. H., "The New Reformation, Changing Values and Institutional Goals," The Futurist, June 1971.

## PREVIOUS RESEARCH ON MILITARY VALUES

Although many opinion and attitude surveys have been conducted, little has been done to define and measure the value structure underlying the attitudes for American military personnel. For example, in Lovell's\* article on the Socialization of the West Point Cadet, he contrasts two professional orientations, the "heroic leader" and the "managerial." These orientations obviously subsume a number of values, attitudes, preferences, and approaches to life, but these are not examined in the analysis which Lovell presents.

A recent survey conducted by the Survey Research Center at the University of Michigan\*\* reports only on attitudes toward war and military service. The summary of findings in the report contains items which can be interpreted as shedding light on the values of the respondent, e.g.:

"Turning to the topic of knowledge and attitude about the military, we find that our sample of young men are quite knowledgeable about selective service requirements, but are not as well informed about the conditions and compensations associated with being in military service. They consistently undervalue the pay and hours of work. In spite of this, however, they think a military career provides a good opportunity for youth to serve their country well, or to become more mature and self-reliant. In addition, they think that military service provides a poor person or a Negro good opportunities for getting ahead." (p 17)

These topics bear on important values, such as the desire to become mature and self-reliant, the concern with opportunities for getting ahead for the disadvantaged, and the desire for serving the country.

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\*Lovell, John P., "The Professional Socialization of the West Point Cadet," Ch 3, pp 119-158, Morris Janowitz, ed., The New Military: Changing Patterns of Organization, John Wiley & Sons, Inc., New York, 1964.

\*\*Johnston, Jerome and Jerald B. Bachman, "Young Men Look at Military Service," A preliminary report, Survey Research Center, Institute for Social Research at the University of Michigan, Ann Arbor, Mich., Dec 1969.

Williams\* describes a number of dominant values which most Americans share to some extent; these can be ordered by the following criteria: extensiveness, duration, intensity, and the prestige of the value carriers. Briefly listed, the values are:

- (a) Achievement and success
- (b) Activity and work
- (c) Moral orientation
- (d) Humanitarian mores
- (e) Efficiency and practicality
- (f) Progress
- (g) Material comfort
- (h) Equality
- (i) Freedom
- (j) External conformity
- (k) Science and secular rationality
- (l) Nationalism and patriotism
- (m) Democracy
- (n) Individual personality
- (o) Racism and related groups of superiority themes

In the recent past, the values which American youth have brought to the armed services have been changing. The literature is inconclusive and the empirical evidence needs to be interpreted cautiously. For example, Moskos\*\*pointed out that during World War II the enlisted man indicated a strong negative feeling toward the officer caste. Since that time, perhaps during or after the Korean War, and certainly by the early 1960's, there was much less explicit expression of this negative valuation of officers and the officer caste system, and a much stronger negative attitude toward the career senior noncommissioned officer, often referred to by the EM as the "lifer." Despite the obvious changes in valuation of situations and social roles, little is known of the underlying values and attitudes, or historic changes in these systems relative to military life.

\*Williams, Robin M. Jr., American Society, Alfred A. Knopf, New York, 1970, pp 438-504.

\*\*Moskos, Charles C., Jr., The American Enlisted Man, Russell Sage Foundation, New York, 1970.

New studies on the values of American youth are being commissioned by the Office of the Special Assistant (to the Chief of Staff, Department of Army) for the Modern Volunteer Army, but results of these efforts are not yet available for comment.

## APPROACH

### DESCRIPTION OF MILITARY SAMPLE (Task a)

#### Sampling Technique

A stratified random sample of officers and enlisted men, grades colonel through E1, was drawn from eight installations in CONUS.\* The sample at each installation consisted of one-sixth (30) field grade officers, one-sixth (30) company grade and warrant officers, one-sixth (30) senior enlisted men, grades E5-E9, and one-half (90) lower ranking enlisted men in grades E1-E4. It was the general goal to survey about 180 respondents, distributed as described, from each of the installations.

The drawing of the sample was accomplished by the action officer designated by each installation commander, the survey drawn according to instructions disseminated from ODCSPER through CONARC to each Army Headquarters, and thence to each installation. The instructions, with the example included, to each action officer were approximately as follows:

- (a) Develop insofar as possible a listing of all Army military personnel stationed at the installation (stratified by grade level).
- (b) From a random starting point within each of the four groups of grade levels, systematically select names of the appropriate number of

\*Decision was made early in the study by the Study Advisory Group to limit sampling to the Continental United States.



individuals to be directed to report at a specified date to complete the survey.

(c) Example: Assume 15,400 enlisted men, E1-E4, are stationed at an installation. The sampling design requires a minimum of 90 from this group. To compensate for the possibility that some personnel drawn are unavailable because of illness, leave, TDY, or reassignment to another installation, a sample of 110 will be drawn. Based on the concept of systematic sampling with a random start, the interval between names on the listing will be 15,400 divided by 110, or 140. Within the first 140 names on the listing, one name should be selected at random. From that point, every 140th name should be selected to complete the sample of 110.

(d) It is essential that the sample be selected as described from among all Army military personnel stationed at the installation, and that no personnel so selected be exempted from participation in the survey except for reasons noted above.

The sampling appeared to be carried out as instructed. At several installations, there was a slightly smaller turnout among E1-E4s than was anticipated. A total of 1,360 were surveyed: 18 percent field grade officers; 16 percent company grade and warrant officers; 18 percent senior NCOs; and 48 percent lower ranking enlisted men.

#### Administrations of Surveys

The choice of installation for the survey administration was made with two factors in mind. First, five of these installations had been used as a part of a related RAC study\* conducted earlier in 1970. This particular

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\*Olson, H. C., and R. W. Rae, "Determination of the Potential for Dissidence in the US Army," RAC-TP-410 (Vol I, Nature of Dissent, Mar 1971, and Vol II, Survey of Army Opinion, May 1971), Research Analysis Corporation, McLean, Virginia.

study obtained and assessed information concerning attitudes toward the Army and reenlistment potential of personnel at six CONUS installations by employing a stratified random sample similar to that described for this study. It was hoped that it might be possible to get comparative and time-line data on potential for reenlistment from these same installations. Accordingly, five of the six installations surveyed in June were again surveyed in November: Forts Bragg, Hood, Polk, Sam Houston, and Sill. The three other installations were chosen (a) to gain a representation of military police personnel serving at Fort Gordon (so as to tie in with another ODCSPER study), and (b) by adding two posts in the western United States, to assure a better national representation of military personnel. It is judged that the sample surveyed is generally characteristic of the CONUS Army population.

Surveys were administered during the month of November 1970 at Forts Bragg, Gordon, Hood, Lewis, Ord, Polk, Sam Houston, and Sill; a RAC staff member administered the survey at each installation. The survey instrument required from 30 to 90 minutes to complete, depending upon the speed and thoroughness of the respondent. At most installations the surveys were administered in two sittings, since a classroom of sufficient size to accommodate the entire group usually was not available. In the administration, no distinction was made between officers and enlisted men; most groups consisted of all grade levels.

### Characteristics of Military Sample

The general military background characteristics of the sample are shown in Table 1. The values in the table are the number of respondents in each classification category. For example, there were 839 respondents having three or less years of Army service, 609 of whom were E1-E4, 73 E5-E9, and so on. Table 2 gives additional sociological information on the respondents.

It will be noted that there always is shown a "No Response" listing for every class of information. All information obtained was used in some fashion. Non-response has the effect of reducing the N only in the instances when a particular class of information is being analyzed in relation to another. For example, when examining Years of Service by Grade Level (Table 1), the total N is 1360, less 11, or 1349; when examining Component by Years of Service, the total N will be 1360, less 29, plus anywhere from 0 to 11 (depending upon whether or not the same 29, or others, declined to list Component).

### DESCRIPTION OF AFEEES SAMPLE (Task b)

A sample of 846 young persons not yet in military service was drawn from the Armed Forces Examining and Entrance Stations (AFEEES) at the following locations:

- Philadelphia, Pennsylvania
- Atlanta, Georgia
- Louisville, Kentucky
- Detroit, Michigan
- Minneapolis, Minnesota
- Houston, Texas
- Denver, Colorado
- Los Angeles, California

Table 1

BACKGROUND INFORMATION ON MILITARY SAMPLE  
(Part A of Survey)

Class and Detail of Information	Grade Level				
	Total	E1-E4	E5-E9	O1-O3 W1-W4	O4-O6
<u>Total</u>	1360	649	248	224	239
<u>Component</u>					
RA	703	289	231	32	151
AUS	471	315	15	91	50
N.	22	19	-	-	3
Res.	135	7	-	94	34
No Response	29	19	2	7	1
<u>Years of Active Army Service</u>					
0-3	839	609	73	150	7
4-6	88	27	27	29	5
7-9	75	4	28	10	33
10-12	75	1	24	5	45
13-15	65	-	19	6	40
16-18	90	-	38	9	43
19-21	52	-	20	5	27
22-24	24	-	7	5	12
25-27	20	-	9	2	9
28-30	21	-	2	1	18
No Response	11	8	1	2	-
<u>Present Branch</u>					
ADA	14	7	4	2	1
AGC	95	56	22	12	5
MI	21	4	5	7	5
AMSC	14	3	5	2	4
Armd	98	53	17	12	16
ANC	13	-	-	5	8
Ch	12	1	1	-	10
CmlC	5	2	-	3	-
CE	27	14	6	4	3

Table 1 (Continued)

Class and Detail of Information	Grade Level				
	Total	E1-E4	E5-E9	O1-O3 W1-W4	O4-O6
DC	15	2	2	4	7
FA	167	61	25	30	51
FC	13	8	4	-	1
Inf	247	107	34	44	62
JAGC	9	2	3	1	3
MC	52	27	8	6	11
MSC	55	9	6	18	22
MPC	41	17	7	10	7
OrdC	53	27	13	12	1
QMC	48	19	20	5	4
SigC	111	53	27	25	6
TC	39	17	13	3	6
VC	4	1	-	2	1
WAC	26	17	2	4	3
Basic	73	73	-	-	-
Other	22	7	3	11	1
No Response	86	63	20	2	1
<u>Age</u>					
17-21	384	358	21	5	-
22-26	503	272	82	148	1
27-31	120	11	47	38	24
32-36	126	2	34	16	74
37-41	127	-	39	12	76
42-46	49	-	18	2	29
47-51	26	-	5	1	20
52-56	17	-	2	1	14
57-61	1	-	-	-	1
No Response	7	6	-	1	-
<u>Education Level</u>					
Grade School	10	8	1	-	1
Some High School	103	87	16	-	-
High School Graduate	407	234	156	17	-
Some College	339	177	54	63	45
College Graduate	320	106	14	93	107
Postgraduate Study	175	32	7	50	86
No Response	6	5	-	1	-

Table 2

ADDITIONAL BACKGROUND INFORMATION ON SURVEY SAMPLE  
(Part G of Survey)

Class and Detail of Information	Grade Level				
	Total	E1-E4	E5-E9	01-03 W1-W4	04-06
<u>Total Sample</u>	1360	649	248	224	239
<u>Sex</u>					
Male	1298	621	242	209	226
Female	35	12	4	9	10
No Response	27	16	2	6	3
<u>Marital Status</u>					
Single	524	398	42	69	15
Married	752	210	187	146	209
Separated	18	7	7	-	4
Divorced	39	17	10	4	8
Widowed	-	-	-	-	-
No Response	27	17	2	5	3
<u>Number of Children</u>					
0	687	454	73	127	33
1	201	88	53	43	17
2	163	19	47	23	74
3	93	5	29	6	53
4	58	2	18	9	29
5	31	-	8	4	19
6	11	-	3	1	7
7	5	-	5	-	-
8	3	1	1	1	-
No Response	108	80	11	10	7

Table 2 (Continued)

Class and Detail of Information	Grade Level				
	Total	E1-E4	E5-E9	O1-O3 W1-W4	O4-O6
<u>Occupation of Parent Providing Most Income</u>					
Blue Collar	436	237	81	52	66
White Collar	443	194	48	106	95
Farm	82	31	21	11	19
Military	71	25	10	20	16
No Parent	19	11	3	3	2
No response	309	151	85	32	41
<u>Approximate Family Income When 16 yrs old</u>					
Under \$3,000	144	58	51	5	30
\$3,000 - 5,000	216	70	61	33	52
5,000 - 7,500	281	116	52	38	75
7,500 - 10,000	294	168	34	48	44
10,000 - 15,000	225	130	28	49	18
15,000 - 25,000	97	51	9	24	13
25,000 and over	50	23	5	19	3
No Response	53	33	8	8	4
<u>Parent Having More Education</u>					
Father	576	268	87	111	110
Mother	517	251	107	71	88
Equal	202	93	39	33	37
No Response	65	37	15	9	4
<u>Education Level of Parents</u>					
Grade School	194	73	58	19	44
High School	565	303	106	68	88
Some College	284	126	49	62	47
College Graduate	157	71	15	39	32
Postgraduate Study	89	35	4	27	23
No Response	71	41	16	9	5

Table 2 (Continued)

Class and Detail of Information	Grade Level				
	Total	E1-E4	E5-E9	01-03 W1-W4	04-06
<u>Marital Situation of Parents</u>					
Widowed	89	34	21	14	20
Divorced	120	55	27	19	19
Separated	58	40	13	2	3
Widowed and Remarried	30	9	9	6	6
Divorced and Remarried	9	4	2	2	1
No Change in Status	946	440	157	167	182
Change not Identified	64	38	14	7	5
Not Married	3	3	-	-	-
No Response	41	26	5	7	3
<u>Number of Brothers and Sisters</u>					
0	120	34	25	27	34
1	299	120	51	58	70
2	299	153	40	57	49
3	198	99	33	31	35
4	131	67	25	20	19
5	81	45	19	8	9
6	61	37	12	5	7
7	45	23	15	3	4
8 or more	79	39	23	9	8
No Response	47	32	5	6	4
<u>Room of One's Own</u>					
Yes	700	325	113	136	126
No	631	306	133	82	110
No Response	29	18	2	6	3
<u>Religious Background</u>					
Protestant	873	376	190	145	162
Roman Catholic	346	182	42	58	64
Jewish	18	5	2	5	6
Other	35	25	2	5	3
None	55	39	10	5	1
No Response	33	22	2	6	3



Tabl: 2 (Continued)

Class and Detail of Information	Grade Level				
	Total	E1-E4	E5-E9	01-03 W1-W4	04-06
<u>Race</u>					
White	1140	526	186	210	218
Black	154	83	54	8	9
Oriental	15	4	4	1	6
American Indian	14	9	2	-	3
Other	2	2	-	-	-
No Response	35	25	2	5	3
<u>National Origin</u>					
Northern, Western Europe	306	124	46	67	69
Southern Europe	26	15	2	5	4
Eastern Europe, Slavic	32	16	2	5	9
Mediterranean, Middle East	6	2	2	-	2
Carribean, Central America	34	21	8	1	4
South America	3	3	-	-	-
Africa	143	74	53	7	9
Asia	19	8	4	1	6
"American," Canada	473	198	73	101	101
Other and No Response	318	188	58	37	35
<u>Did Family Move Frequently</u>					
Yes	251	111	52	48	40
No	1073	516	191	171	195
No Response	36	22	5	5	4
<u>Division of US in Which Reared</u>					
New England	44	15	9	11	9
Middle Atlantic	157	61	20	42	34
East North Central	211	126	27	26	32
West North Central	104	45	19	20	20
South Atlantic	188	80	47	33	28
East South Central	93	35	28	11	19
West South Central	188	82	39	24	43
Mountain	49	29	9	3	8
Pacific	143	74	32	21	16
Other and No Response	183	102	18	33	30

Table 2 (Continued)

Class and Detail of Information	Grade Level				
	Total	E1-E4	E5-E9	01-03 W1-W4	04-06
<u>Size of Community in Which Reared</u>					
Farm	177	76	48	20	33
Small Town	450	193	83	80	94
Suburb	241	124	39	46	32
City	462	238	76	72	76
No Response	30	18	2	6	4
<u>Civilian Job</u>					
Blue Collar	418	277	100	18	23
White Collar	372	164	37	83	88
Farm	26	8	9	5	4
Part-time, Student	121	51	14	26	30
None	362	115	71	85	91
No Response	61	34	17	7	3

These cities are located in eight of the nine US census divisions, the New England division of states not being represented. The number of persons surveyed at each location was in proportion to the proportion of El-E4's from that census division in the military sample (in the military sample, there were only 15 El-E4's from the New England division (Table 1), so in the AFEEES sample the proportion from the Middle Atlantic division was increased by that much), so as to match generally those of the same age level in the regional distribution of the samples.

The surveys were administered during May and June 1971 by RAC personnel. Dates for administering the instrument at an installation were chosen in cooperation with the station commander. The station commander, on the basis of his projection of incoming personnel for particular dates, recommended dates that were representative of the normal flow of personnel through that station, considering preinduction physicals, enlistments, and inductions, as well as the geographic distribution of incoming personnel.

The survey instrument administered to the AFEEES sample was essentially the same as that administered to the military sample; the wording of questions was changed only where necessary to be appropriate to a respondent who was not yet in military service but might anticipate entering. \*Biographic data are presented later in the report.

#### SURVEY INSTRUMENTS

The survey instruments (Appendix A, Annexes 1 and 2) consist of seven parts: Part A - background information, mostly military related; Part B - estimates of need or value satisfaction and relative importance of value categories at the present time; Part C - similar estimates as

of three years in the past; Part D - similar estimates for three years in the future; Part E - importance of and satisfaction of a range of objectives and goals in an Army or civilian atmosphere; Part F - attitude toward reenlistment and suggestions for improvements in the Army; and Part G - sociological information not specifically military-related. Respondents were asked not to give any more identifying information about themselves than was called for.

#### Part A

In the instrument for the military sample, Part A called for information from the respondent in terms of grade, component of service, years of active Army service, present branch assignment, age, and education level; for the AFES sample, the latter two items, plus school or employment status and service preference, were asked for.

#### Parts B, C and D

The section on needs and values — present, past, and future — was developed along the lines of the Maslow hierarchy of needs, already noted. In the Maslow hierarchy, needs are ordered on a broad 5-point level:

- Physiological - the requirements of the human animal for food, clothing, shelter, and those things which maintain the basic life functions.
- Security - the requirements of the individual to satisfy his feeling of safety, and physical and economic well-being; as far as economic factors relate to emotional well-being, they also satisfy some aspect of emotional security.
- Social - the need for belongingness and love, the affiliation and acceptance need of man, the need that he feels for interacting in a social sense with other human beings,

both individuals and groups; friendships, family, and organization relationships; the need not only to be loved but to give love, the things generally satisfying the emotional and psychological security of the individual.

- Self esteem - the need for self-worth, dignity, and pride; an acceptance of one's self.
- Self-actualization - this need centers on an integration of the skills, abilities, and potential to motivate a person to "make the most of himself," and perhaps to extend beyond himself to his society; Maslow believed only a small proportion of individuals to be truly self-actualizing.

The philosophy underlying the Maslow need hierarchy is that each of these needs, beginning with physiological, and building to self-actualization, tends to be satisfied in turn before the individual seeks satisfaction of the next order of need. It is obvious that this can be only a general statement of relationships of ordering within the hierarchy, as one can readily describe situations in which men have been moved to act out of higher level needs and to sacrifice those at lower levels; but in general, and across the human population, the prepotency of each need level tends to hold true.

In Parts B, C, and D of the survey, a respondent has indicated his degree of satisfaction with various aspects of the levels that relate to the need hierarchy just described. Needs are expressed in the form of six questions dealing with work, family, friendships, personal development, income and economic security, and comfort and pleasure. The six questions are intended to cover the 5-point need hierarchy described. For every question, the respondents indicated a level of satisfaction, and then all questions were ranked with respect to the importance the individual attached to each.

Data on the respondent's estimate of the effect that being in the Army (military sample) has upon the level of satisfaction also were gathered. After this estimation of need satisfaction was obtained for the present time, each respondent was asked to go back in time three years, and then forward in time three years, and estimate about the degree of satisfaction that he has had or expects to have.

#### Part E

This part of the instrument required an estimation on the part of the respondent as to whether he thought a number of life objectives and goals could be better satisfied in the Army or in civilian life. Thirty different items of importance to an individual\* were listed, and after the estimate of level of satisfaction in Army or civilian life was asked, the respondent indicated the most important items in the list of 30.

#### Part F

Attitude toward reenlistment was assessed in this part of the survey. A respondent was asked to assume that he was 22 years old and just about to complete his first term of enlisted service in the Army. He was then asked to estimate the likelihood that he might reenlist. He then was asked to list changes which he would recommend for the Army and, following this, again estimated the likelihood of his reenlisting, considering that the changes recommended had been made.

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\*The 30 items incorporate value items judged important to soldiers as established in prior RAC research (Olson, H.C., and R.W.Rae, "Determination of the Potential for Dissidence in the US Army," RAC-TP-410, Vol II, Research Analysis Corporation, McLean, Va., May 1971) and value concepts cited by Milton Rokeach (Beliefs, Attitudes, and Values, Jossey Bass, Inc., San Francisco, 1968).

## Part G

The purpose of the last part of the survey was to obtain sociological background information on the respondent. It focused on the characteristics of his own family, the socioeconomic character of the family and the home in which the respondent had grown up, as well as the region of the country in which he was reared.

### RELATIONSHIP AMONG NEEDS AND VALUE CATEGORIES

Although the six value questions in Parts B, C, and D of the survey instruments were intended to measure gratification of specific needs, none of them is exclusively related to a need hierarchy item. Nor can each of the 30 goals in Part E always be assigned exclusively to a need category; they overlap needs. An estimate of the need component of each of the six value questions and of the 30 goals has been made by averaging the proportion of need allocated to each item by seven RAC analysts. The average allocation for the six value questions is shown in Table 3, and for the 30 items in Part E in Table 4. In the allocation, the analyst judge assumed he had ten units to allocate for each question or item, and that these ten units could be allocated among any or all of the five needs. For example, in Table 3, question 2, pertaining to Family, was thought, on the average, to be composed of 4.1 (out of 10) social need, 2.0 self-esteem, 1.6 security, and so on. As another example, in Table 4, item 17, "Treated like a person" is 5.8 self-esteem, 2.0 social, 1.2 self-actualization, 0.8 security, and 0.1 physiological needs. (The compositions for questions and items may not sum to 10, owing to rounding.)

Thus the general need implications of the six questions are:

1. Work - security, self-esteem, and self-actualization
2. Family - social and self-esteem
3. Friendships - social and self-esteem
4. Personal Development - self-actualization and self-esteem
5. Economic Security - security, physiological, and self-esteem
6. Comfort and Pleasure - physiological, social, and self-esteem

The need composition of the value questions and goals will be of help in interpretation of survey results throughout the report.

The same procedure has been used in inferring the need components of suggestions for change as made by respondents on the survey instruments; see Table 25 for these need component loadings.

The need components of value questions, goals, and suggestions for change shown in Tables 3, 4, and 25 respectively can be used to infer the importance of needs and the gratification (satisfaction) of needs along any dimension in which the survey results are presented. For example, gratification of needs can be inferred from response to the six value questions by multiplying each mean satisfaction value by the need component loading, and the products summed to arrive at the need gratification expressed by age grouping, racial grouping, or whatever. Such analysis has been made by age, and for military and civilian-oriented persons later in the report.



Table 3

## RELATION OF VALUE QUESTIONS (Parts B, C, and D) TO NEEDS

Value Question	Needs				
	Physio- logical	Security	Social	Self- Esteem	Self- Actuali- zation
1. Work	1.4	3.0	1.4	2.1	2.0
2. Family	1.0	1.6	4.1	2.0	1.1
3. Friendships	.6	.7	5.0	2.7	1.0
4. Personal development	.1	1.1	1.6	3.3	3.8
5. Economic security	2.4	4.1	.3	2.3	.8
6. Comfort & pleasure	3.6	1.1	2.7	2.0	.6

Table 4

## RELATION OF GOALS (Part E) TO NEEDS

Goals	Needs				
	Physiological	Security	Social	Self-Esteem	Self-Actualization
1. Travel & new experience	.6	.1	3.4	2.1	3.7
2. Training for greater responsibility	.4	2.3	.6	3.1	3.4
3. Opportunity for education	.1	2.7	1.1	2.3	3.3
4. Health care	5.3	3.8	.1	.4	.3
5. Opportunity to serve the country	0	.7	1.7	4.1	3.4
6. Job security	1.6	6.1	.4	1.7	1.3
7. Satisfying work	0	1.3	1.1	3.8	3.7
8. Opportunity to find beauty in life	.3	1.0	2.0	2.3	4.4
9. Satisfying friendships	0	.6	6.1	2.0	1.3
10. Recreation opportunity	2.0	1.0	4.6	1.0	1.4
11. Free time	.1	1.1	4.4	1.4	2.8
12. Happy family life	.1	1.3	5.1	2.4	1.0
13. Doing important work	.3	.7	.8	4.1	4.0
14. Security for family	1.0	3.7	2.8	1.7	.7
15. Ability to plan future	.8	3.1	.6	2.7	2.7
16. Ability to make a better world	.3	1.0	.7	3.0	5.1
17. Treated like a person	.1	.8	2.0	5.8	1.2
18. Satisfactory income	1.7	4.0	1.3	2.1	.8
19. Comfortable life	2.1	3.0	2.1	2.1	.6
20. Exciting life	0	.6	2.8	2.6	4.0
21. Good working conditions	3.0	3.4	2.0	1.0	.6
22. Good leaders and bosses	.4	1.8	3.0	3.7	1.0
23. Be treated fairly under the law	0	.7	1.6	6.3	1.4
24. Personal freedom and control	0	1.4	1.3	3.4	3.8
25. Have respect of others	0	.6	3.3	5.1	1.0
26. Acquire knowledge and wisdom	.1	.6	.8	2.4	6.0
27. Make the most of myself	.1	.7	1.1	2.2	5.8
28. Recognition of my ability	0	.3	3.1	4.8	1.7
29. Good race relations	0	.8	3.7	3.6	1.8
30. Have self-respect	0	.6	1.0	7.6	.8

## ANALYSIS OF RESULTS

Following the coding of responses, the survey data were key-punched, and most analysis was then performed with computer assistance. The analysis follows generally the order in which the respondent completed the survey. Some detailed analysis is not reported in the body of the report, but tables of additional data are presented in App B; the reader interested in pursuing particular points not addressed in the body of the report will find App B a valuable resource.

The analysis is reported in four parts: (a) value characteristics of the military sample generally, (b) separation of the military sample into military-oriented and civilian-oriented components, (c) value characteristics of the AXEES sample, and (d) analysis of feasibility of implementing suggestions for change in the Army.

Individual tests of statistical significance have not been calculated for findings. Two nomographs will be found in App C, however, one furnishing a generalized t-test for differences between means, and another t-test for differences between proportions, enabling a user of the report to make a statistical test for comparisons of interest. ✓

### VALUE CHARACTERISTICS OF THE MILITARY SAMPLE

#### Present Level of Satisfaction as Related to Various Background Factors

This part of the survey asked the respondent to estimate his level of satisfaction with respect to the six value categories, and to rank each of the value categories in importance. It should be remembered that the level of satisfaction increases as the numerical measure

increases, and the importance rank declines numerically as something is felt to be more important. The relationship between the level of satisfaction and the importance rank suggests that the two values should be considered in combination. Consider a case in which the satisfaction on a particular value category was rated high, but little importance was attached to the category, as contrasted with a case of high satisfaction and moderate importance. Obviously the second case is one of relatively higher satisfaction overall. By considering the two measures as a single dimension — Satisfaction weighted by Importance — one may get an estimate of the satisfaction relative to total satisfaction. The arithmetic operation is the mean satisfaction rating divided by the mean importance rank. Such a derived value increases as more satisfaction is derived, relative to the importance ascribed. In this report, the value is termed a Satisfaction Index (SI); it has been calculated in most instances that both satisfaction and importance measures are available. The higher the SI value then, the relatively greater satisfaction is being derived from that particular value category.

Satisfaction and Grade. Mean satisfaction levels and importance attached to the six major value categories are shown by grade level in Table 5. It will be noted that satisfaction increases systematically with grade level. Greatest satisfaction is with Family, with values of 5.5 for E1-E4; 5.8 for E5-E9; 5.9 for both officer grades. Also, most importance is attached to Family in all instances. As is expected, then, the SIs are high, running from 2.50 to 2.76.

Other value categories having relatively high SI values are Friendships and Personal Development for all ranks, with some suggestion, however, that the officer grades feel more satisfaction with their

Table 5

PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
(by Grade Level)

Value Category	Grade Level											
	E1-E4			E5-E9			O1-O3 and W1-W4			O4-O6		
	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI
Work	3.2	3.8	.84	4.3	3.3	1.30	4.5	3.0	1.50	5.3	2.6	2.04
Family	5.5	2.2	2.50	5.8	2.1	2.76	5.9	2.3	2.57	5.9	2.2	2.68
Friendships	5.0	3.8	1.32	5.1	4.6	1.11	5.2	4.5	1.16	5.4	4.7	1.15
Personal Development	4.0	2.9	1.38	4.7	3.3	1.42	4.9	2.9	1.69	5.4	3.4	1.59
Economic Security	2.4	3.5	.69	3.8	3.0	1.27	4.4	3.5	1.26	5.2	3.2	1.62
Comfort and Pleasure	3.1	4.2	.74	4.3	4.5	.96	5.0	4.7	1.06	5.5	4.9	1.12
Means	3.87		1.24	4.67		1.47	4.98		1.54	5.45		1.70
N		649			248			224			239	

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

personal development than do the enlisted grades. The range of SI values for Work and Economic Security is wide, with a systematic increase as grade increases.

Other relationships are evident. It will be noted that for Work, satisfaction value increases as grade level increases, and that greater importance is attached to work as grade level increases (that this is likely a function of age is shown in the next section). With respect to Personal Development, it is noted that the younger personnel— E1-E4 and company grade officers — attach greater importance to this value category than do the senior NCOs and the field grade officers. Conversely, the importance attached to Comfort and Pleasure declines as grade increases.

To sum up, the E1-E4 group shows very low Satisfaction Index values for Work, Economic Security, and Comfort and Pleasure. This supports what is already known about E1-E4 dissatisfactions with the Army — dissatisfactions with work conditions, leadership, living accommodations, and pay.

Satisfaction as Related to Age. The relationships of value satisfaction and importance to age are shown in Table 6. Age is expressed in a class interval of five years. In the table, the last age category, 57 or older, has not been considered at all since there was only one field grade officer in that age group. The same sorts of relationships described for grade level are demonstrated in Table 6, which suggests very strongly that grade level differences in satisfaction and importance are influenced very much by the age of the individuals; in fact, it may be more proper to attribute the differences more to age than to grade.

Table 6

PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
(by Age)

Value Category	Age																							
	17-21			22-26			27-31			32-36			37-41			42-46			47-51			52-56 <sup>d</sup>		
	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI
Work	3.2	3.9	.82	3.5	3.5	1.00	4.6	2.7	1.70	5.0	2.9	1.72	5.4	2.6	2.08	5.8	2.8	2.07	5.7	2.3	2.48	5.7	2.4	2.37
Family	5.4	2.2	2.45	5.6	2.3	2.43	6.0	2.0	3.00	6.0	2.0	3.00	6.0	2.0	3.00	5.9	2.3	2.57	5.9	2.5	2.36	6.6	2.4	2.75
Friendships	4.9	3.7	1.32	5.0	4.1	1.22	4.9	4.6	1.07	5.3	4.8	1.10	5.7	4.9	1.16	5.6	4.6	1.22	5.5	4.5	1.22	5.9	4.9	1.20
Personal Development	3.9	3.0	1.30	4.3	2.8	1.54	5.0	3.3	1.52	5.3	3.3	1.61	5.4	3.5	1.54	5.3	3.3	1.61	5.7	4.1	1.39	5.8	3.3	1.76
Economic Security	2.6	3.5	.74	2.9	3.6	.81	3.9	3.3	1.18	4.9	3.1	1.58	5.1	3.0	1.65	5.4	3.1	1.74	5.6	2.9	1.93	5.4	3.1	1.74
Comfort and Pleasure	3.3	4.3	.77	3.7	4.4	.84	4.5	4.8	.94	5.2	4.7	1.11	5.4	4.9	1.74	5.6	4.6	1.22	5.4	4.8	1.13	6.3	4.9	1.29
Means	3.88		1.23	4.17		1.31	4.82		1.57	5.28		1.69	5.30		1.86	5.60		1.74	5.63		1.75	5.95		1.85
N	384			503			120			126			127			49			26			17		

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

<sup>d</sup>Age category 57-61 not included because of small N.

As was noted in the grade comparisons, satisfaction with Family is consistently high; satisfaction with Work increases as age increases. Satisfaction with Friendships, Personal Development, Economic Security, and Comfort and Pleasure also increase systematically with age. The same kinds of interrelationships among the value categories are apparent as were demonstrated with grade differences: younger persons are more dissatisfied with Work, Economic Security, and Comfort and Pleasure than their elders.

The relation of importance to age is shown graphically in Fig. 1. Again it emphasizes the high value attached to Family at all age levels (although falling off after about age 40). Importance of Work is low for the young, but rises systematically with age, and finally with the oldest age group, equals Family in importance. The curve for Economic Security also is low for the young and is similar to that for Work, but rises at a slower rate. Personal Development is most important at the younger age levels, and generally declines with age. Friendships are more important for the young, but both Friendships and Comfort and Pleasure tend to fall off in importance with increasing age.

Satisfaction measures are plotted for the same age data in Fig. 1. It is seen that after age 30 all means are above the midpoint of the satisfaction scale, indicating a general satisfaction with Army life for the careerists. Satisfaction with Family is highest at all age levels, and satisfaction with Friendships generally next highest. After age 30, differences among all except Family are not dramatically different from each other. For youth, however, those in the first two age intervals, marked differences in satisfaction are shown. Family and Friendships are highest; lowest satisfactions are with Economic Security, Work, and the creature comforts.



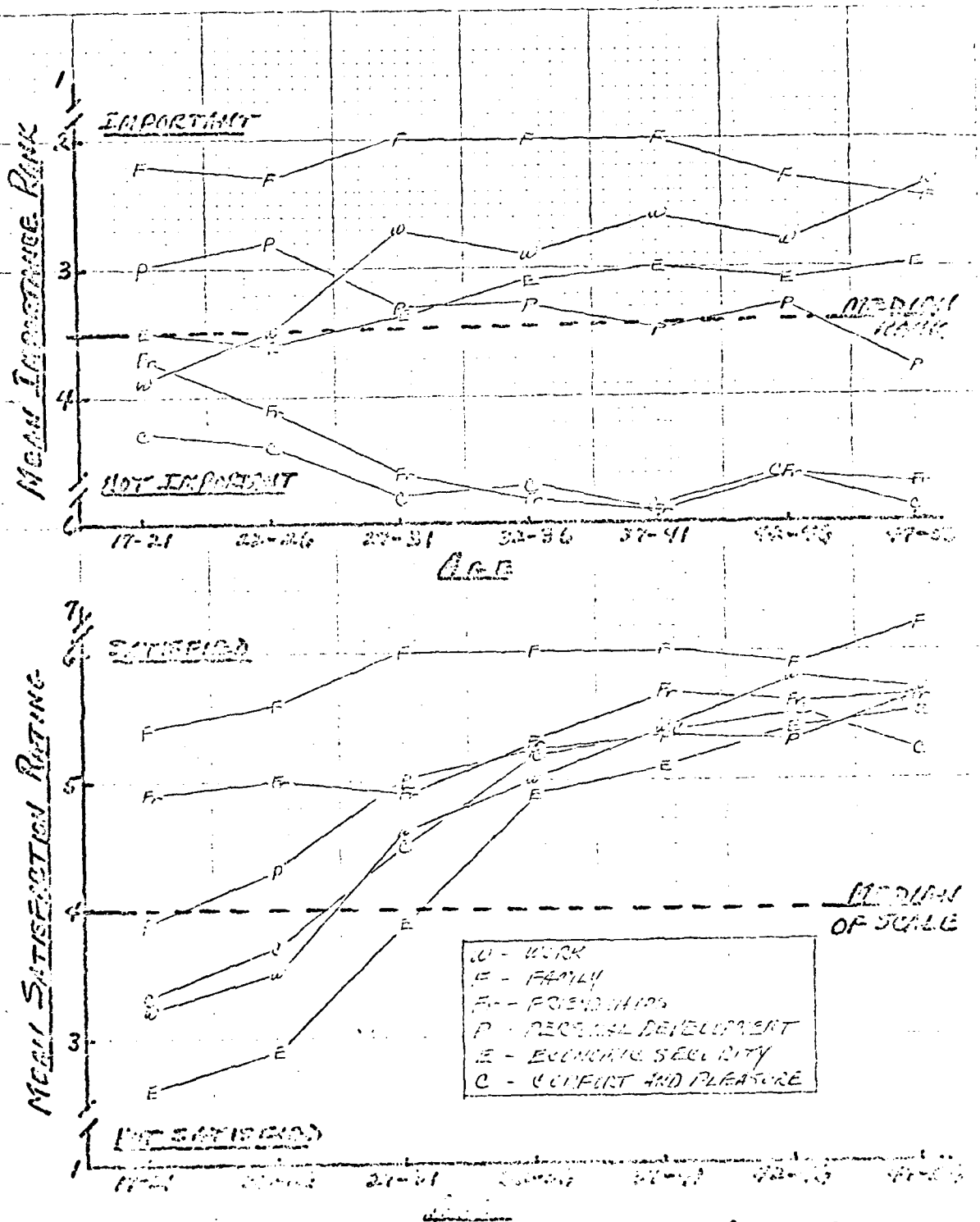


FIG-1-RELATION BETWEEN RESPONSES TO VALUE QUESTIONS AND AGE FOR MILITARY SAMPLE

Perhaps of more basic interest are the relationships between age and needs, shown in Fig. 2. The need loadings for the value questions have been calculated and normalized to show the relative need levels, by age grouping. It is seen that for the youth in the Army, self-actualization, making the most of one's potential, is more important than any other; it continues to be relatively important at all age levels. Security is at the norm for youth, but becomes increasingly important with an increase in age. The social need is relatively important for youth, but then declines with increasing age. And physiological needs are relatively unimportant in this sample of military society at all ages.

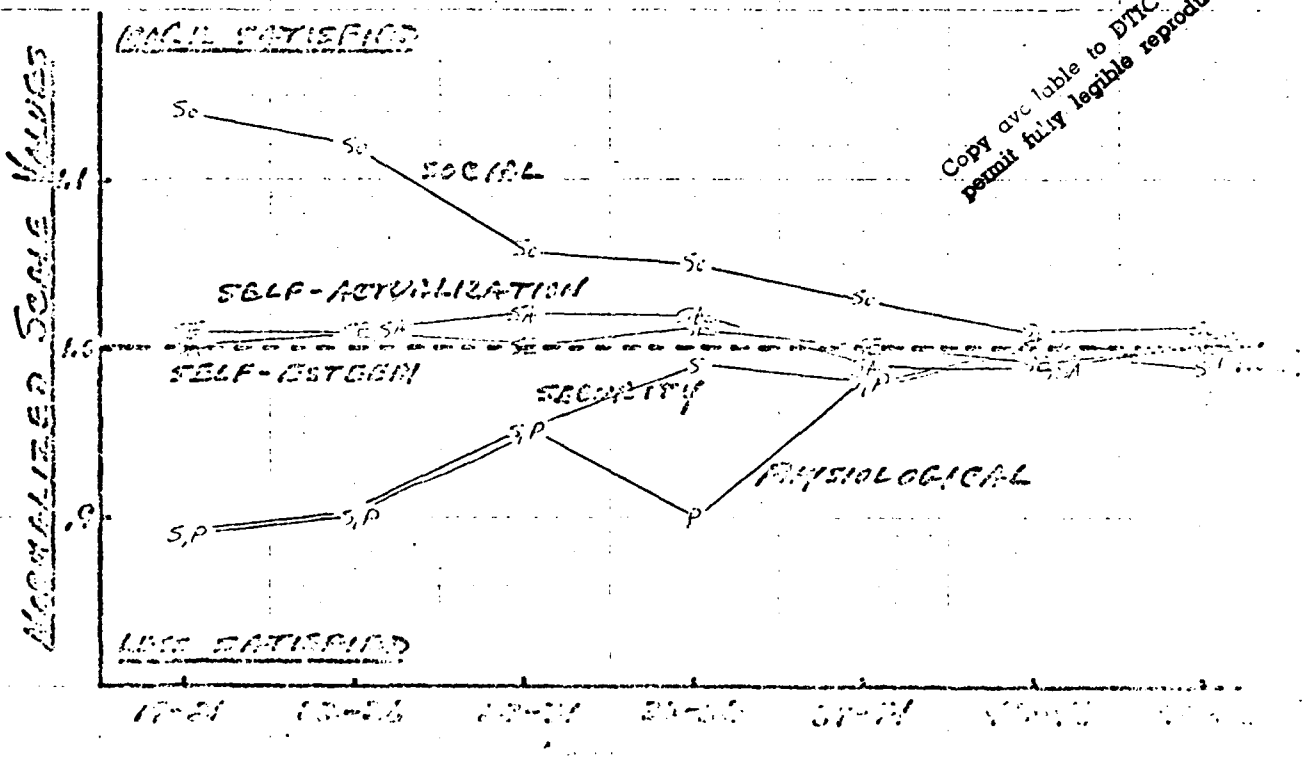
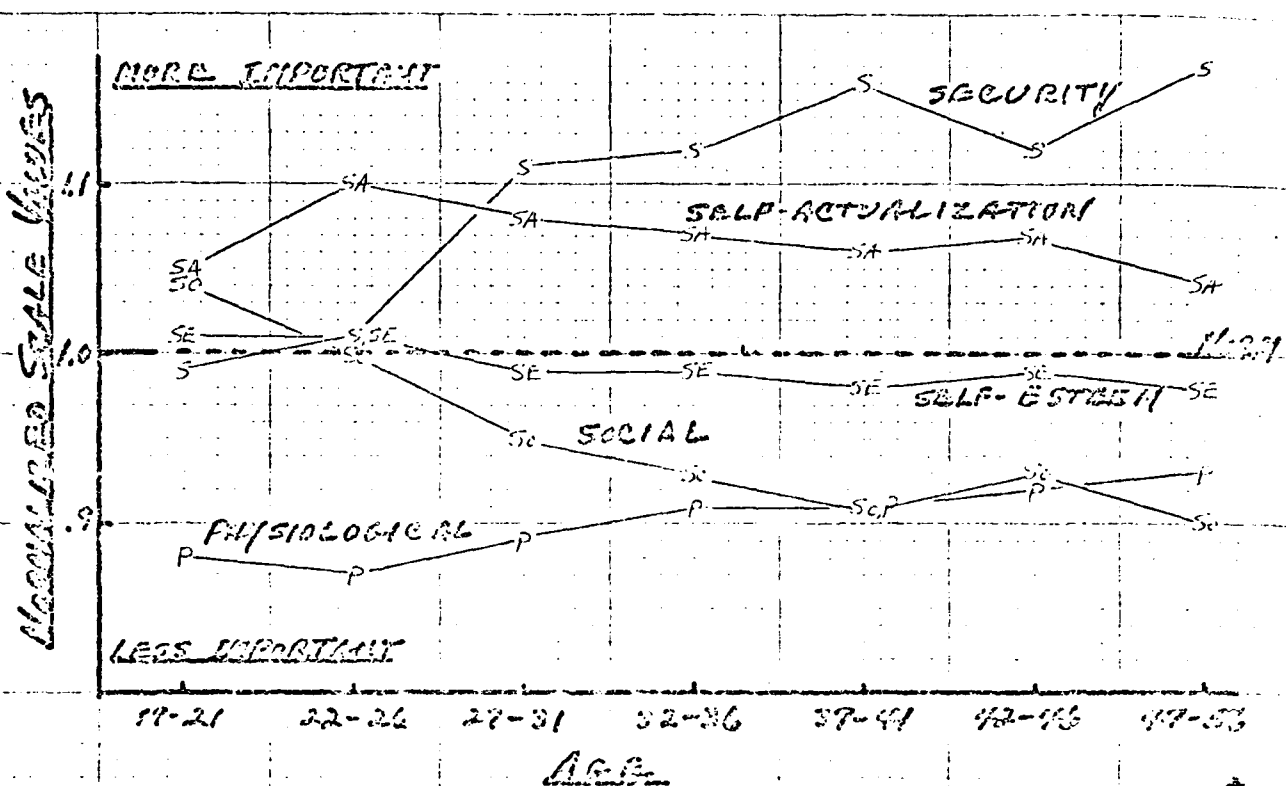
How well these needs are gratified in the Army also is shown in Fig. 2. All needs seem to be equally well satisfied after about age 40. The social need is satisfied especially well for the first 15- to 20 years shown; physiological and security needs are satisfied relatively poorly over the same period.

To recapitulate these findings relative to the general military population:

1. There is much satisfaction from and importance attached to family at all age levels.
2. Personal development is especially important to youth.
3. Satisfaction from and importance of work and economic security is low for youth but high for the older persons.

All needs appear to be gratified equally well after about age 40.

5. The lower order physiological and security needs are relatively unsatisfied for youth.
6. Social needs are relatively important for youth.
7. Self-actualization needs are of high concern at all age levels.



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FIG 2- RELATION BETWEEN EXPRESSED NEED AND AGE FOR MILITARY SAMPLE

Level of Education and Satisfaction. The relationships between education and satisfaction (Table 7) are notable in the fact that there are few striking differences. There are only ten individuals in the grade school class (Table 1) and not much significance should be attached to the somewhat disparate values shown; disregarding that group, there seems to be a slight trend toward larger SIs with more education.

Greater importance is attached to Work by those who have post-graduate study. Family is considered important by all ranks. Friendships are considered more important by the less well-educated. Satisfaction with Personal Development increases steadily with more education. Both Economic Security and Comfort decline in importance with more education.

To amplify the relationship between Education and satisfaction level, the E1-E4 portion of the sample has been examined separately by component and education level (Table 8). Only two components, RA and AUS, have been considered in view of the small numbers in the other two components. Attention is called to the SI especially, with respect to Work. The SIs of the college graduate enlisted men are the lowest, and those enlisted men having some high school have the highest SIs; it is higher for RA personnel generally than for AUS.

Differences with respect to Family appear to be generally consistent in that AUS servicemen derive greater satisfaction than do the RA enlisted men. Satisfactions from Friendships appear to fall off markedly for the college graduates.

Table 7

PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
(by Level of Education)

Value Category	Level of Education																	
	Grade School			Some High School			High School Graduate			Some College			College Graduate			Postgraduate Study		
	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI
Work	4.8	2.6	1.85	3.5	3.3	1.06	3.9	3.6	1.08	4.1	3.5	1.17	4.1	3.3	1.24	4.4	2.7	1.63
Family	6.4	3.5	1.83	5.2	2.1	2.48	5.7	2.0	2.85	5.6	2.3	2.43	5.7	2.2	2.59	5.9	2.3	2.57
Friendships	5.5	3.8	1.45	5.1	3.7	1.38	5.1	4.3	1.19	5.1	4.2	1.21	5.0	4.4	1.14	5.3	4.3	1.23
Personal Development	4.7	3.4	1.38	4.3	3.5	1.23	4.4	3.2	1.38	4.4	3.0	1.47	4.5	2.9	1.55	5.0	3.0	1.67
Economic Security	3.8	2.1	1.81	2.7	3.4	.79	3.3	3.1	1.06	3.5	3.3	1.06	3.7	3.6	1.03	3.9	3.9	1.00
Comfort and Pleasure	4.6	4.0	1.15	3.6	4.2	.86	3.8	4.3	.88	4.0	4.5	.89	4.3	4.7	.91	4.6	4.8	.96
Means	4.97		1.58	4.07		1.30	4.37		1.41	4.45		1.37	4.55		1.41	4.85		1.51
N		10			103			407			339			320			175	

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

Table 8

PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
 ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
 (by Component and Education Level, for E1-E4)

Value Category	Component	Education Level														
		Some High School			High School Graduate			Some College			College Graduate			Postgraduate Study		
		Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI
Work	RA	3.7	3.4	1.09	3.4	3.7	0.92	3.6	3.7	0.97	2.6	4.0	0.65	2.3	2.3	1.00
	AUS	3.0	3.3	0.91	3.1	3.9	0.79	3.0	3.9	0.77	3.0	4.0	0.75	2.8	3.5	0.80
Family	RA	5.4	2.2	2.45	5.6	2.0	2.80	5.5	2.6	2.12	5.6	2.6	2.15	5.3	3.2	1.66
	AUS	5.1	1.9	2.68	5.1	2.1	2.43	5.3	2.3	2.30	5.6	2.0	2.80	5.7	2.4	2.38
Friendships	RA	5.0	3.8	1.32	5.0	3.9	1.28	5.0	3.6	1.39	4.4	3.8	1.16	4.2	4.6	0.91
	AUS	5.1	3.6	1.42	4.8	3.9	1.23	4.9	3.7	1.32	5.0	4.2	1.19	5.5	3.1	1.77
Personal Development	RA	4.6	3.4	1.35	4.2	2.9	1.45	4.0	2.6	1.54	3.6	2.0	1.80	2.3	3.1	0.74
	AUS	3.4	3.4	1.00	3.7	3.2	1.16	3.7	2.9	1.28	3.7	2.7	1.37	4.2	2.7	1.56
Economic Security	RA	2.6	3.3	0.79	2.7	3.5	0.73	2.7	3.6	0.75	1.9	4.1	0.46	1.1	4.2	0.26
	AUS	2.4	3.5	0.68	2.3	3.0	0.77	2.2	3.7	0.59	1.8	3.8	0.47	2.1	4.5	0.47
Comfort and Pleasure	RA	3.6	4.3	0.84	3.3	4.2	0.78	3.4	4.3	0.79	2.7	4.7	0.57	2.4	3.6	0.67
	AUS	3.3	3.9	0.85	2.7	4.0	0.68	3.0	4.4	0.68	2.7	4.2	0.64	2.8	4.9	0.57
Means	RA	4.5		1.31	4.0		1.33	4.0		1.26	3.5		1.13	2.9		0.87
	AUS	3.7		1.26	3.6		1.18	3.7		1.16	3.6		1.20	3.8		1.26
N	RA		55			121			72			29			9	
	AUS		30			96			96			66			21	

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

With the exception of the nine persons having had postgraduate study, the RA E1-E4's find consistently greater satisfaction in their personal development. It might be speculated that these are persons who enlisted because of the advantage given in the personal development by this choice.

SIs for Economic Security are lowest of all categories, but fall off sharply for the college graduates. There is a suggestion that the less well-educated are deriving greater satisfaction with regard to Comfort and Pleasure than the remainder.

A similar kind of analysis has been made for the company grade officers, distinguishing education level and component, as shown in Table 9; attention is again concentrated on the Satisfaction Indexes. With respect to Work, the AUS officers having had some college are notably high. Those officers who have had postgraduate study appear to find greater satisfactions with respect to their personal development. The less well-educated officer finds greater satisfaction with respect to Economic Security than do the remainder. The college graduates in general have smaller SIs with respect to Comfort and Pleasure.

Race as Related to Satisfaction Among Value Categories. The 154 Negroes surveyed made up about 11 percent of the sample. The total sample of whites and blacks are compared on their satisfaction by value categories in Table 10. Practically no differences are demonstrated. The satisfaction values and SIs tend to be about the same in all instances. There are some slight differences suggested by the importance rankings, in that Economic Security, and Comfort and Pleasure, are valued slightly more highly by the blacks, with the associated SIs being slightly higher. The differences are very marginal, however, and it is doubtful if real differences are demonstrated.

Table 9

PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
ATTACHED TO THE SIX MAJOR VALUE CATEGORIES

(by Education Level and Component, 01-03 and W1-W4)

Value Category	Component	Education Level <sup>d</sup>								
		Some College			College Graduate			Postgraduate Study		
		Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI	Sat	Imp	SI
Work	RA	5.2	3.0	1.73	4.1	3.2	1.28	5.3	3.1	1.71
	AUS	5.5	2.7	2.04	4.3	3.2	1.34	3.9	2.9	1.34
	Res	4.6	3.3	1.39	4.6	3.2	1.44	3.9	2.6	1.50
Family	RA	6.8	2.6	2.62	5.8	2.6	2.23	5.8	2.1	2.76
	AUS	6.1	2.5	2.44	5.8	2.0	2.90	5.8	2.9	2.00
	Res	6.1	2.2	2.77	5.8	2.2	2.64	6.1	1.9	3.21
Friendships	RA	5.2	5.0	1.04	4.9	4.7	1.04	5.6	5.1	1.10
	AUS	5.8	4.5	1.29	5.1	4.3	1.19	5.4	4.2	1.28
	Res	5.3	4.7	1.13	5.1	4.3	1.19	4.8	4.3	1.12
Personal Development	RA	5.4	3.6	1.50	4.7	2.2	2.14	5.9	2.8	2.11
	AUS	5.4	3.2	1.69	4.5	3.0	1.50	5.2	2.4	2.17
	Res	4.7	3.2	1.47	4.9	2.8	1.75	4.9	3.0	1.63
Economic Security	RA	5.4	2.0	2.70	4.1	3.7	1.11	5.1	3.4	1.50
	AUS	5.1	3.4	1.50	4.3	3.7	1.16	3.4	4.2	0.81
	Res	5.0	3.1	1.61	4.3	3.7	1.16	3.8	3.5	1.08
Comfort and Pleasure	RA	6.4	4.8	1.33	4.7	4.7	1.00	5.9	4.5	1.31
	AUS	5.1	4.5	1.13	4.9	4.8	1.02	4.5	4.4	1.02
	Res	5.2	4.6	1.13	4.8	4.8	1.00	4.5	5.0	0.90
Means	RA	5.73		1.82	4.72		1.47	5.60		1.75
	AUS	5.50		1.68	4.82		1.52	4.70		1.44
	Res	5.15		1.58	4.92		1.53	4.67		1.57
N		63			93			50		

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

<sup>d</sup>Not all educational categories shown, owing to insufficient cases.



Table 10

PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
(by Race — White and Black Only)

Value Category	White			Black		
	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI
Work	4.0	3.3	1.21	3.9	3.3	1.18
Family	5.7	2.2	2.59	5.5	2.2	2.50
Friendships	5.1	4.2	1.21	5.2	4.5	1.16
Personal Development	4.5	3.1	1.45	4.6	3.1	1.48
Economic Security	3.5	3.4	1.03	3.3	2.8	1.18
Comfort and Pleasure	4.0	4.5	.89	4.2	4.1	1.02
Means	4.47		1.40	4.45		1.42
N		1140			154	

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

Table 11 shows the relationship between the value categories and race as a function of component. It is seen that blacks derive satisfaction from Work in both RA and AUS components. There appears to be little distinction with respect to Family. Satisfaction with Friendships is the other way about, with the whites deriving greater satisfaction than the blacks, but not distinguished by RA or AUS. The RA soldiers find greater satisfaction in their personal development. Other categories show no meaningful differences. In general, the RA E1-E4's, both white and black, tend to derive greater satisfactions from service than do the AUS soldiers.

How Being in Army Has Affected Responses. In that part of the survey just discussed, each of the six value category questions had associated with it the query, "How does being in the Army affect your answer?" These responses were coded:

- Makes respondent less satisfied
- Has had no effect
- Makes respondent more satisfied

The answers to the questions were not reported in the preceding discussion. In nearly all instances, when the satisfaction score was high, the respondent was made more satisfied by his Army experience, and when low, less satisfied. It appears that Army experience is an intensifier, driving the highs higher and the lows lower on the satisfaction scale. Occasionally some expression of why one was more, or less, satisfied emerged, but no classification of the reasons has been attempted.

Table 11

PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
 ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
 (by Race and Component, E1-E4)

Value Category		Race					
		White			Black		
		Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI
Work	RA	3.4	3.6	0.94	3.6	3.2	1.12
	AUS	3.0	3.9	0.77	3.2	3.6	0.89
Family	RA	5.6	2.4	2.33	5.5	2.2	2.50
	AUS	5.4	2.1	2.57	4.8	2.3	2.09
Friendships	RA	5.0	3.7	1.35	4.8	4.4	1.09
	AUS	5.0	3.8	1.32	5.0	4.3	1.16
Personal Development	RA	4.2	2.8	1.50	4.4	3.0	1.47
	AUS	3.8	3.0	1.27	3.6	3.1	1.16
Economic Security	RA	2.6	3.6	0.72	2.9	3.0	0.97
	AUS	2.1	3.6	0.58	2.3	2.5	0.92
Comfort and Pleasure	RA	3.3	4.4	0.75	3.7	3.9	0.95
	AUS	2.8	4.3	0.65	3.2	3.8	0.84
Means	RA	4.02		1.26	4.15		1.35
	AUS	3.68		1.19	3.68		1.18
N			526			83	

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

Past, Present, Future Satisfaction as Related to Army Experience

While Part B of the survey asked for estimates of satisfaction on the basis of the present, in Part C the respondent was asked to think back three years (to 1967) and estimate what his satisfaction levels were then; Part D asked him to look forward three years (to 1973) and estimate what he thought his satisfaction levels would be at that time. The respondent also was asked whether or not he was in the Army in 1967, and whether or not he thought he would be in the Army in 1973.

The Ns associated with these various classifications of response are as follows:

<u>In Army</u>				01-03	
<u>1967</u>	<u>1973</u>	<u>E1-E4</u>	<u>E5-E9</u>	<u>W1-W4</u>	<u>04-06</u>
Yes	Yes	11	121	52	152
Yes	No	17	50	25	72
No	Yes	60	7	25	-
No	No	542	65	115	7

The Ns for the Yes-Yes categories for the E1-E4's, as well as for the Yes-No category, are rather small. Similarly, the number of cases for the NCOs in the No-Yes category is too small to warrant much confidence in the results. The field grade officer, No-Yes and No-No categories are small as well. The seven field grade officers who were not in the Army in 1967 and did not intend to be in 1973 were MC officers serving a required tour of duty.

Responses by grade level are shown in Tables 12, 13, and 14 for the past, present, and future respectively. While the details shown in these tables allow the examination of a great range of possibilities, the only ones examined in detail are the SI values, plotted over time, by grade level. In the graphs shown, a solid line represents Army

Table 12

PAST (PART C) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
(by Grade Level, and Past and Projected Army Status)

Value Category			Grade Level											
			E1-E4			E5-E9			O1-O3 and W1-W4			O4-O6		
	1967	1973	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI
Work	Yes	Yes	4.6	4.2	1.10	5.2	3.0	1.73	5.1	2.8	1.82	5.7	2.4	2.38
	Yes	No	5.4	3.4	1.59	4.8	2.8	1.71	4.2	3.0	1.40	5.7	2.5	2.28
	No	Yes	4.9	4.0	1.22	4.9	3.8	1.29	4.6	3.4	1.35	-	-	-
	No	No	5.3	3.9	1.36	5.2	3.0	1.73	5.4	3.4	1.59	6.3	2.2	2.86
Family	Yes	Yes	5.6	1.7	3.29	5.8	2.4	2.42	5.9	2.4	2.46	5.6	2.3	2.43
	Yes	No	5.3	2.9	1.83	5.9	2.0	2.95	5.1	2.8	1.82	5.9	2.2	2.68
	No	Yes	5.6	2.7	2.07	5.4	2.3	2.35	5.4	3.2	1.63	-	-	-
	No	No	5.7	2.5	2.28	5.7	3.0	1.90	5.9	3.1	1.90	6.5	1.7	3.82
Friendships	Yes	Yes	5.5	3.2	1.72	5.7	4.4	1.30	5.4	4.6	1.17	5.8	4.4	1.32
	Yes	No	5.9	3.6	1.64	5.3	4.6	1.15	5.5	5.0	1.10	5.8	4.6	1.26
	No	Yes	5.5	3.3	1.67	5.6	4.2	1.33	6.0	3.2	1.83	-	-	-
	No	No	6.0	3.4	1.76	6.1	3.8	1.61	6.0	3.3	1.82	6.5	4.3	1.51
Personal Development	Yes	Yes	4.0	4.0	1.00	4.7	3.5	1.34	5.1	3.5	1.46	5.5	3.3	1.67
	Yes	No	4.4	3.3	1.33	5.0	3.9	1.28	4.6	2.9	1.59	5.7	3.4	1.68
	No	Yes	4.2	3.5	1.20	4.6	3.3	1.39	4.8	2.4	2.00	-	-	-
	No	No	5.2	3.2	1.62	5.4	3.1	1.74	5.3	2.5	2.12	4.7	3.7	1.27
Economic Security	Yes	Yes	3.7	3.2	1.16	4.1	2.8	1.46	4.6	2.8	1.64	5.2	3.5	1.49
	Yes	No	4.3	3.1	1.39	4.3	3.4	1.26	3.5	3.1	1.13	5.2	3.4	1.53
	No	Yes	4.3	3.7	1.16	4.7	3.5	1.34	3.9	4.4	.89	-	-	-
	No	No	4.8	3.9	1.23	4.6	3.6	1.28	4.1	4.2	.98	3.7	4.2	.88
Comfort and Pleasure	Yes	Yes	4.2	4.5	.93	4.6	4.3	1.07	4.7	4.8	.98	5.3	5.0	1.06
	Yes	No	4.4	5.0	.86	4.5	4.1	1.10	3.8	4.2	.90	5.3	4.8	1.10
	No	Yes	5.4	3.5	1.54	5.9	4.5	1.31	4.5	4.4	1.02	-	-	-
	No	No	6.0	3.8	1.58	5.6	4.5	1.24	4.9	4.4	1.11	4.8	5.0	.96

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

Table 13

PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
 ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
 (by Grade Level, and Past and Projected Army Status)

Value Category			Grade Level											
			E1-E4			E5-E9			O1-O3 and W1-W4			O4-O6		
	In Army		Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI
	1967	1973												
Work	Yes	Yes	3.9	2.9	1.34	4.9	3.1	1.58	5.9	2.4	2.46	5.4	2.5	2.16
	Yes	No	3.7	3.5	1.06	4.3	3.2	1.44	4.1	3.2	1.38	5.3	2.7	1.96
	No	Yes	4.2	3.3	1.27	4.0	4.0	1.00	4.2	2.9	1.45	-	-	-
	No	No	3.1	3.8	.82	3.0	3.7	.81	4.0	3.3	1.21	3.9	3.0	1.30
Family	Yes	Yes	5.5	1.6	3.44	6.0	1.9	3.16	6.3	2.3	2.74	5.8	2.1	2.76
	Yes	No	5.5	2.3	2.39	6.0	2.0	3.00	5.6	2.4	2.33	6.0	2.3	2.61
	No	Yes	5.2	2.3	2.57	5.6	2.5	2.24	5.6	2.6	2.15	-	-	-
	No	No	5.4	2.2	2.45	5.1	2.4	2.12	5.9	2.2	2.68	6.3	1.7	3.71
Friendships	Yes	Yes	5.6	2.9	1.93	5.3	4.7	1.13	5.5	4.8	1.15	5.5	4.9	1.15
	Yes	No	5.1	4.2	1.21	4.9	4.9	1.00	5.4	4.9	1.10	5.3	4.7	1.30
	No	Yes	5.0	4.0	1.25	5.6	4.3	1.30	5.0	4.8	1.04	-	-	-
	No	No	4.9	3.8	1.29	4.8	4.1	1.17	5.0	4.2	1.19	6.0	4.0	1.50
Personal Development	Yes	Yes	4.5	3.8	1.18	5.0	3.4	1.47	5.8	3.3	1.76	5.4	3.4	1.59
	Yes	No	4.4	2.9	1.52	4.6	3.5	1.31	4.8	3.0	1.60	5.4	3.3	1.64
	No	Yes	4.9	2.8	1.75	4.6	4.5	1.02	4.8	2.5	1.92	-	-	-
	No	No	3.8	2.9	1.31	4.2	2.9	1.45	4.6	2.9	1.59	4.7	3.0	1.57
Economic Security	Yes	Yes	2.7	3.0	.90	4.4	2.8	1.57	5.5	3.2	1.72	5.3	3.2	1.66
	Yes	No	2.7	2.8	.96	4.0	3.0	1.33	4.0	2.9	1.38	5.3	3.2	1.66
	No	Yes	3.4	3.9	.87	2.9	3.5	.83	4.7	3.4	1.38	-	-	-
	No	No	2.3	3.6	.64	2.6	3.4	.76	3.9	3.7	1.05	2.0	4.4	.45
Comfort and Pleasure	Yes	Yes	3.8	3.8	1.00	4.7	4.6	1.02	5.4	5.0	1.08	5.5	5.0	1.10
	Yes	No	3.5	4.6	.76	4.7	4.3	1.09	4.3	4.6	.92	5.6	4.8	1.17
	No	Yes	4.1	4.3	.95	5.1	3.7	1.38	5.4	4.9	1.10	-	-	-
	No	No	3.0	4.3	.70	3.4	4.5	.76	4.8	4.6	1.04	3.9	4.9	.80

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

Table 14

FUTURE (PART D) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
(by Grade Level, and Past and Projected Army Status)

Value Category			Grade Level											
	In Army		E1-E4			E5-E9			O1-O3 and W1-W4			O4-O6		
	1967	1973	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI
Work	Yes	Yes	5.6	2.8	2.00	5.4	2.9	1.86	6.1	2.4	2.54	5.5	2.7	2.04
	Yes	No	6.4	3.1	2.03	5.5	3.1	1.77	5.4	3.2	1.68	5.5	3.1	1.77
	No	Yes	5.5	3.1	1.77	5.4	4.5	1.20	5.3	2.8	1.89	-	-	-
	No	No	5.9	3.3	1.79	6.0	2.8	2.14	6.0	2.7	2.20	6.7	2.3	2.91
Family	Yes	Yes	6.7	1.2	5.58	6.3	2.1	3.00	6.3	2.3	2.74	6.1	1.9	3.21
	Yes	No	6.8	2.7	2.52	6.3	2.0	3.15	6.2	2.3	2.70	6.3	2.0	3.15
	No	Yes	6.3	2.2	2.86	5.6	2.0	2.80	6.1	2.4	2.54	-	-	-
	No	No	6.3	2.2	2.86	6.3	2.3	2.74	6.5	2.2	2.95	7.0	1.7	4.12
Friendships	Yes	Yes	5.9	2.5	2.36	5.3	4.8	1.10	5.6	4.9	1.14	5.7	4.7	1.21
	Yes	No	5.4	5.2	1.04	5.5	4.8	1.15	5.8	4.7	1.23	5.8	4.4	1.32
	No	Yes	5.5	4.1	1.34	5.6	5.2	1.08	5.5	4.9	1.12	-	-	-
	No	No	5.9	4.1	1.44	6.0	4.5	1.33	6.1	4.2	1.45	6.3	4.7	1.34
Personal Development	Yes	Yes	5.9	3.4	1.74	5.6	3.5	1.60	6.1	3.2	1.91	5.7	3.5	1.63
	Yes	No	6.6	2.9	2.28	6.0	3.8	1.58	5.8	3.3	1.76	5.7	4.0	1.42
	No	Yes	6.0	3.5	1.71	5.7	4.7	1.21	5.6	2.5	2.24	-	-	-
	No	No	5.9	3.2	1.84	6.0	3.2	1.83	6.0	3.0	2.00	6.3	2.9	2.17
Economic Security	Yes	Yes	5.5	3.8	1.45	5.1	2.8	1.82	5.8	3.2	1.81	5.3	3.2	1.66
	Yes	No	5.8	2.2	2.64	5.5	2.6	2.12	5.2	3.2	1.62	5.6	3.1	1.81
	No	Yes	5.4	3.4	1.59	5.6	2.7	2.07	5.6	3.4	1.65	-	-	-
	No	No	5.6	3.5	1.60	5.6	3.4	1.65	5.3	3.9	1.36	6.6	4.3	1.53
Comfort and Pleasure	Yes	Yes	5.9	4.8	1.23	5.5	4.5	1.22	5.8	4.9	1.18	5.6	5.0	1.12
	Yes	No	5.5	4.9	1.12	5.7	4.1	1.39	5.5	4.3	1.28	5.9	4.5	1.31
	No	Yes	5.3	4.4	1.20	5.9	3.7	1.59	5.7	5.0	1.14	-	-	-
	No	No	6.0	4.5	1.33	5.8	4.8	1.21	5.8	4.9	1.18	6.4	5.1	1.25

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

experience, connecting three points in time, and a broken line represents civilian experience.

The SIs for the E1-E4's are shown in Fig. 3. Those personnel who were planning to be in the Army at all three points in time (Yes-Yes) generally show an increase in satisfaction level from 1967 to 1973; the high levels for Family and Friendships are notable. The only decline is in Economic Security from 1967 to 1970, which is reasonable in view of the pay scale of the E1-E4. Those who were not in the Army in 1967, but intend to be in 1973 (No-Yes) also estimate that their satisfaction level will be higher in 1973. Those who were in service in 1967, but do not intend to remain (Yes-No), show a decline in satisfaction over the 1967-1970 period respecting Work, Friendships, Economic Security, and Comfort and Pleasure. It would appear that this Yes-No group and the previously discussed Yes-Yes group have the same preferences and expectations. Those who are electing not to remain in service are doing so because of lack of satisfaction in the areas noted.

Similar plots for the senior NCOs are shown in Fig. 4. The decline in Work satisfaction for the Yes-Yes and Yes-No groups from 1967 to 1970 is illustrated by comments from the soldiers:

"In Germany then..."

"Was in combat doing the job I am now doing, but one could do the job trained for."

"I had security, and provided well for my family, and never worried about having to leave my wife and child for a year or 18 months."

"Was then able to exercise my leadership ability and run my particular part of the unit on my own judgment."

The E5-E9 grades show a similar decline in the satisfaction derived from Friendships, but this is consistent with the Age-Friendship relation discussed earlier. Satisfaction with Personal Development and with Economic Security improve with time.



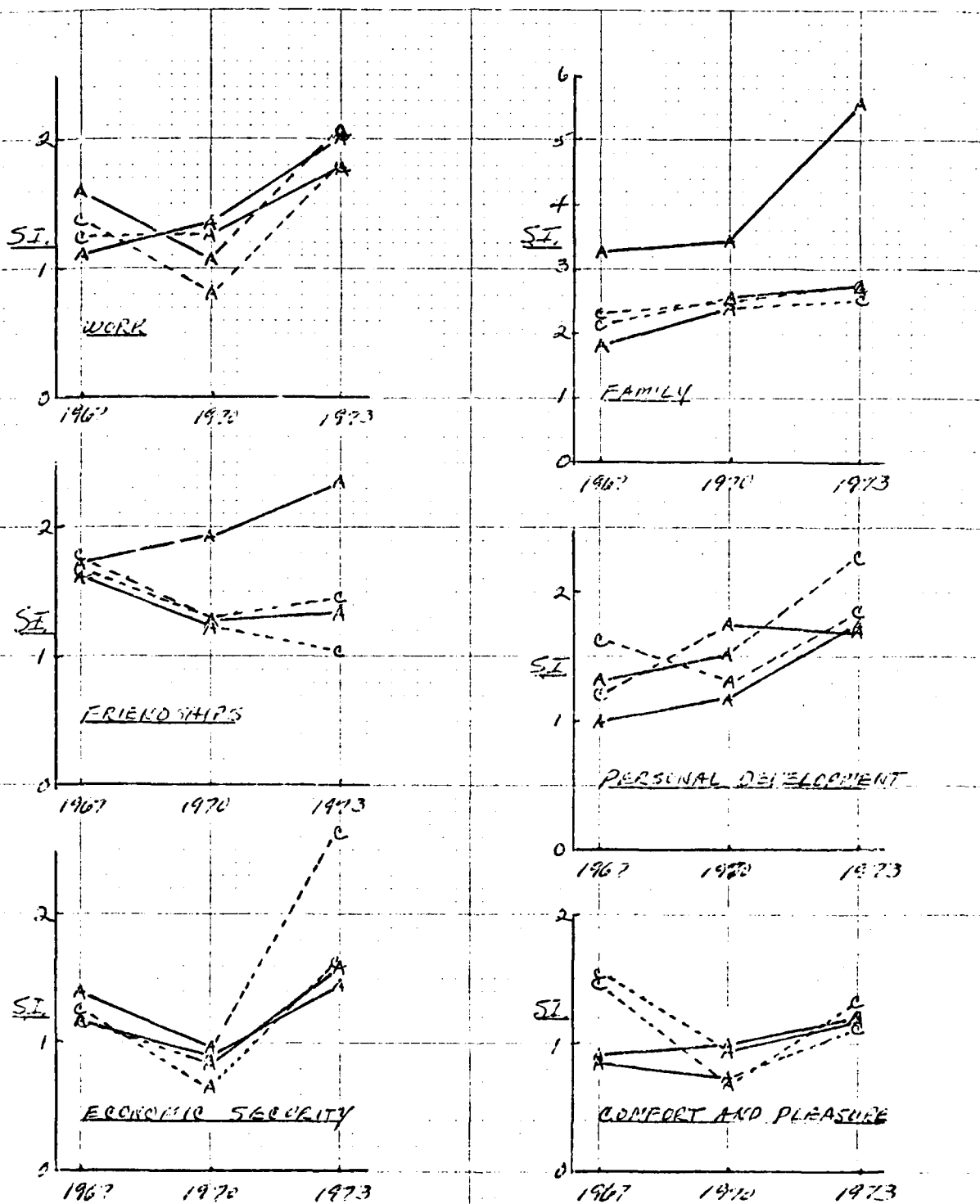


FIG 3 - CHANGE IN SATISFACTION LEVELS OVER TIME FOR E1-E4 (A=ARMY, C=CIVILIAN)

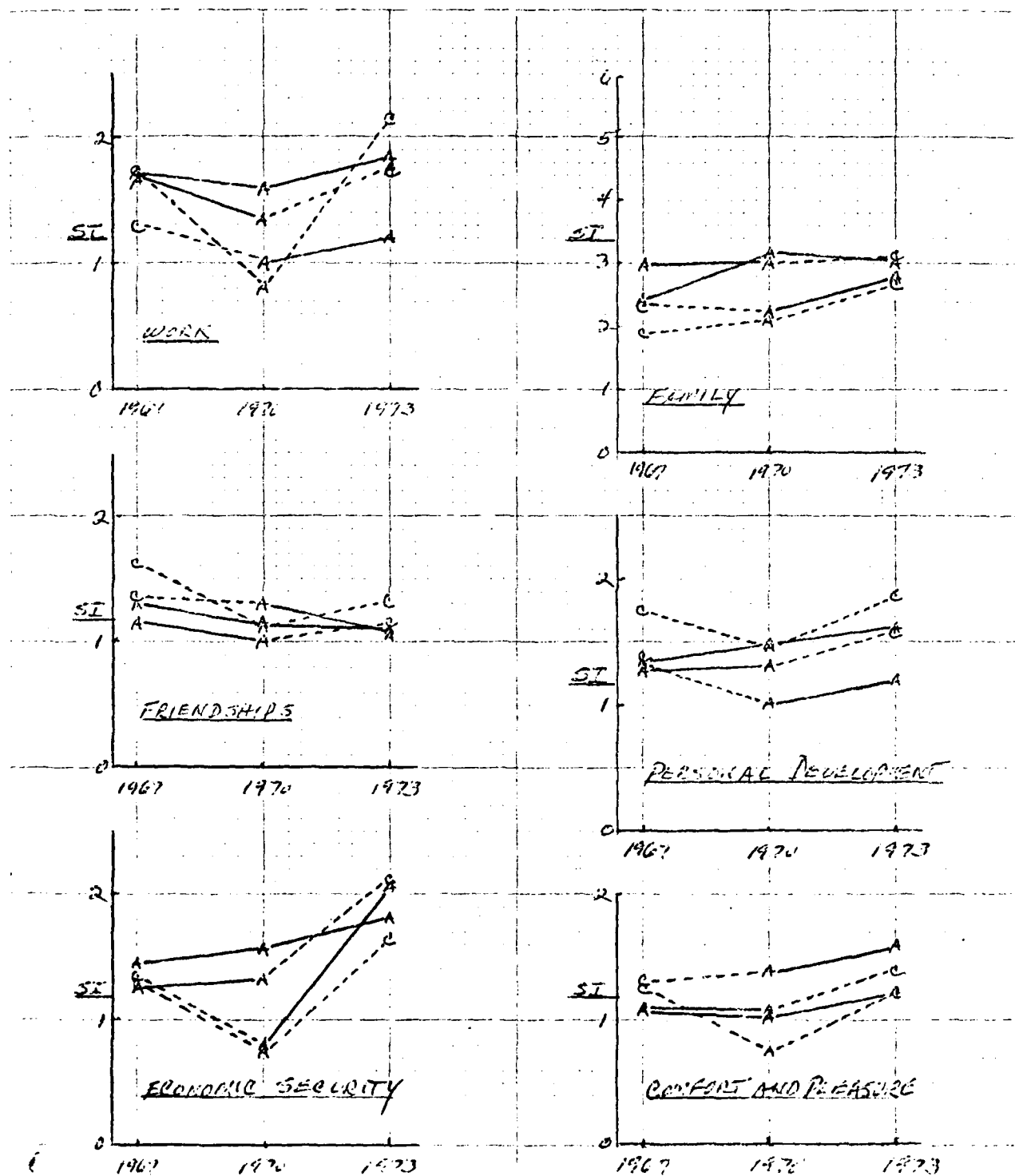


FIG 11.-CHANGE IN SATISFACTION LEVELS OVER TIME FOR  
ES-E9S (A=ARMY, C=CIVILIAN)

Company grade officer satisfactions, as shown in Fig. 5, are anomalous in two respects:

Those officers in service at all three points in time have relatively much higher Work SIs, and somewhat higher SIs for Economic Security, both desirable conditions. Other responses are much as would be expected.

Field grade officers (Fig. 6) in the Army in 1967 show characteristic responses, except for Work. The decline in satisfaction, like that for the E5-E9's, is not characteristic. The reason for the change seems mostly to be found in the previous foreign duty and combat assignments:

"I was a company commander in combat."

"The job and accomplishment meant something to career development and allowed time to be with the family."

"I had a very responsible job. In combat. This is the reason in being for a military career."

"I had a job in RVN for which I was totally responsible and was given freedom for individual concepts and action."

"I was in a rifle company; CO in Vietnam. Enjoyed virtually every minute of it, although the enjoyment had nothing to do with war, but with dealing with men on a close basis."

"Less mickey mouse. No project MASSTER to support. Smaller post with less people jumping through their ---."

The broken line (No-No) curve represents the seven medical officers mentioned previously; the numbers are too small to place much confidence in the information shown, although much evidence from outside this survey confirms the dissatisfactions and low expectations entertained by short-term medical officers.

To sum up this section, changes over time, by grade groups, and considering previous and projected Army experience, are generally

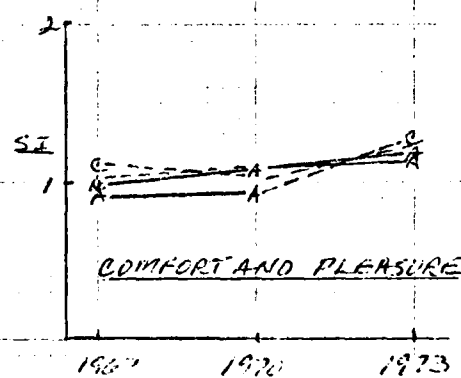
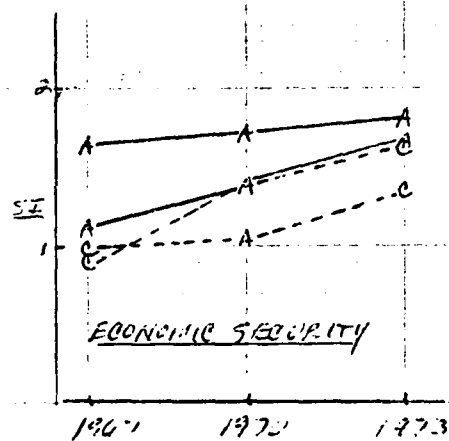
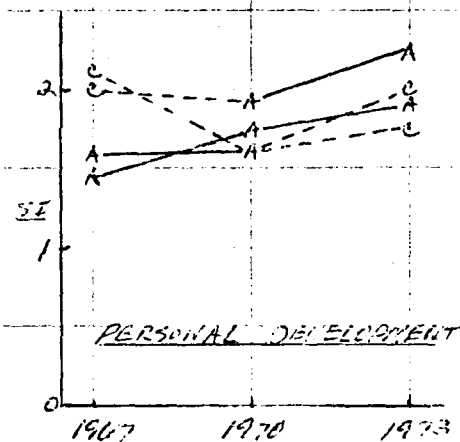
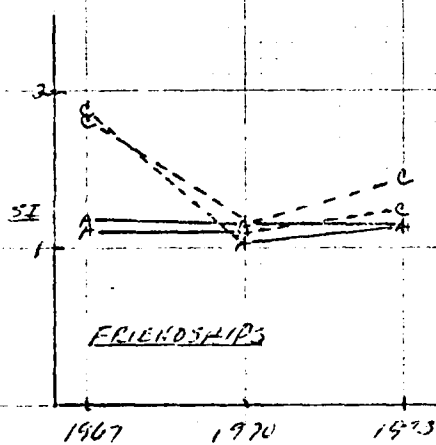
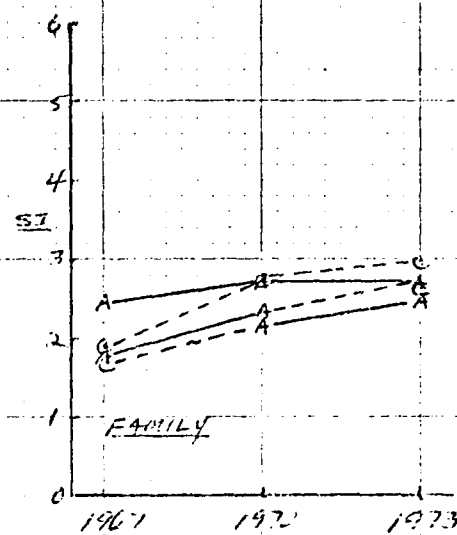
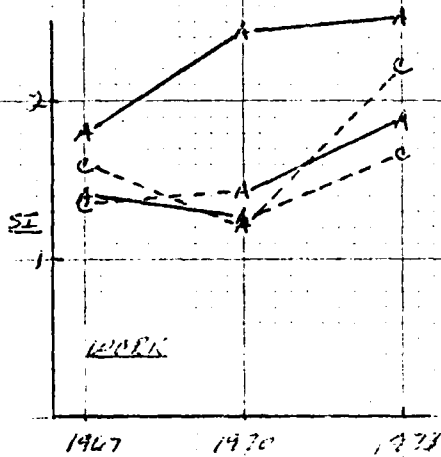


FIG 5-CHANGE IN SATISFACTION LEVELS OVER TIME FOR  
O1-OB'S AND W1-W4'S (A=ARMY, C=CIVILIAN)

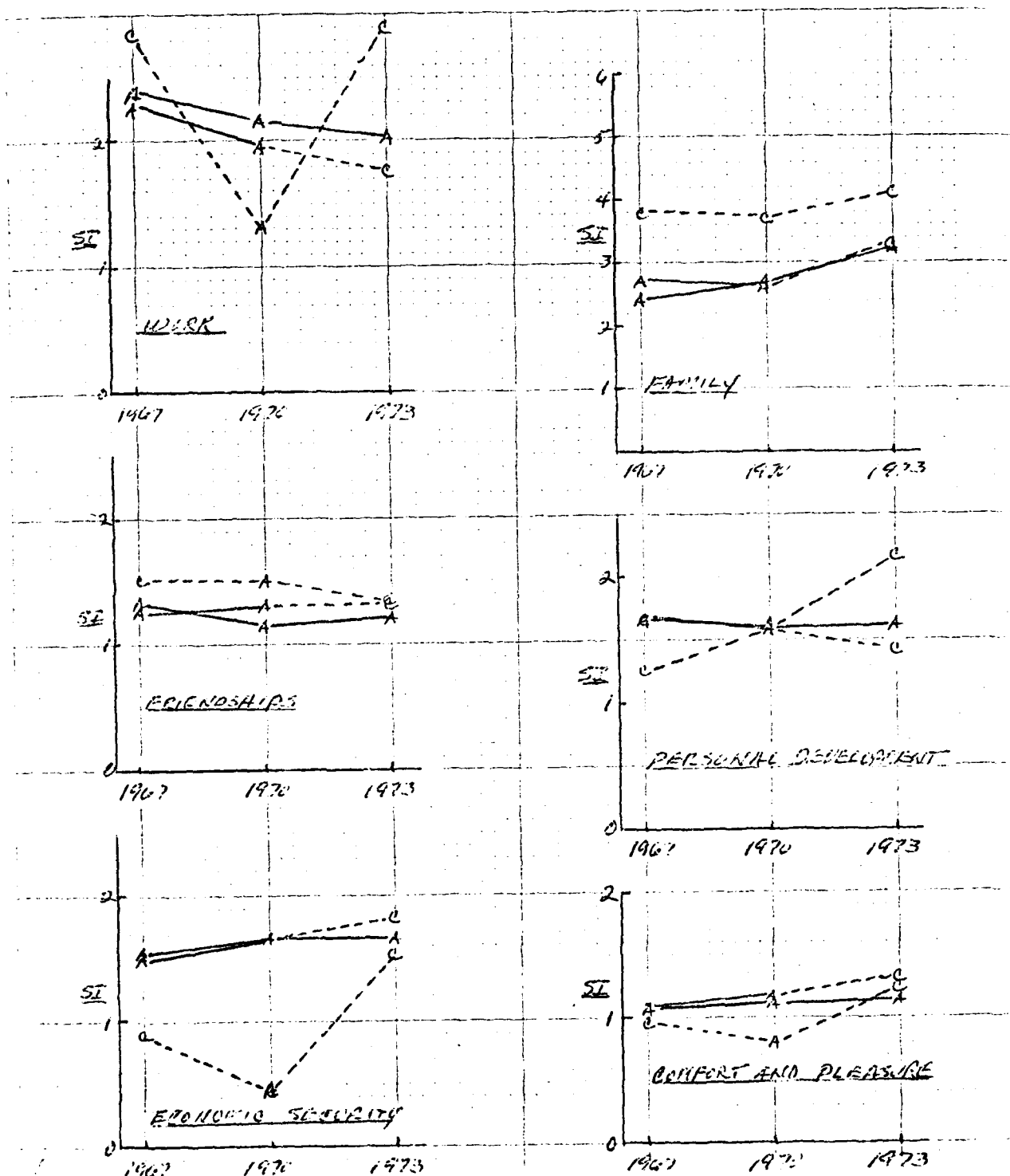


FIG 6 - CHANGE IN SATISFACTION LEVELS OVER TIME FOR  
O4-06'S (A = ARMY, C = CIVILIAN)

consistent with the previous grade/age/satisfaction relationships discussed earlier. Exceptions to the pattern of response are seen for NCOs and field grade officers with respect to Work — they generally found greater satisfaction in previous foreign assignments and when in combat. Another exception — E1-E4's express dissatisfaction with Economic Security.

#### Estimates of Value Satisfaction in Army and Civilian Life

In Part E of the survey, respondents were asked to consider a list of 30 items representing different aspects of the same value categories examined in Parts B, C, and D. With each item, a scale from 1 to 7 was presented and the respondent was asked to estimate in what environment he thought this particular value item could be better satisfied: in the Army — 1 to 3, or as a civilian — 5 to 7. After a respondent had scaled each of the items, he was asked to pick the seven that he felt were most important to him. In the analysis, the proportion of times each item was judged to be important to respondents was tabulated and the proportions then ordered in terms of the frequency with which respondents had indicated they were important. The rank order and the mean scale measure assigned to these 30 items then were examined according to grade level, age, education, and race. (Rank 1 is most important, 30 is least important.)

Grade and Army/Civilian Satisfaction Estimates. Where values are better satisfied is shown by grade level in Table 15. It is seen that the E1-E4 group and, to some extent, company grade officers and senior NCOs, feel that most items, on the average, are better satisfied outside the Army. The field grade officers, on the average, feel that they are better satisfied in the Army. It is notable that Items 12, Happy family

Table 15

ESTIMATES (PART E) OF IMPORTANCE RANK OF VALUE CATEGORIES AND WHERE THEY ARE BETTER SATISFIED<sup>a</sup>  
(by Grade Level)

Value Category	Grade Level							
	E1-E4		E5-E9		O1-O3 W1-W4		O4-O6	
	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value
1. Travel & new experience	19	4.2	16	2.7	17	2.6	8	1.9
2. Training for greater responsibility	25.5	5.2	14	4.1	15	3.9	14	3.0
3. Opportunity for education	7	5.3	7	3.9	8	4.5	15	3.2
4. Health care	15	4.0	5	2.5	16	2.7	11	2.4
5. Opportunity to serve country	28	3.6	15	2.6	20.5	2.7	9	1.9
6. Job security	10	4.7	4	3.0	9	3.2	6	3.0
7. Satisfying work	5	6.2	8	4.7	2	5.0	3	3.5
8. Opportunity to find beauty in life	12	6.2	27	5.0	26	5.2	29	4.4
9. Satisfying friendships	13	5.5	21	4.5	11	4.6	18	3.9
10. Recreation opportunity	29	5.7	28	4.4	27.5	4.4	27.5	3.8
11. Free time	23	6.0	29	4.7	29	4.6	23	4.6
12. Happy family life	1	6.3	1	4.9	1	4.9	1	4.3
13. Doing important work	22	5.5	18.5	4.2	13	4.6	10	3.4
14. Security for family	2.5	5.4	2	3.4	3	3.6	2	3.2
15. Ability to plan future	11	6.0	11	4.8	10	5.2	20	4.6
16. Ability to make a better world	16	5.3	21	4.1	19	4.6	19	3.7
17. Treated like a person	6	6.3	17	5.1	22.5	5.1	26	4.3
18. Satisfactory income	9	6.3	3	4.7	4	4.9	5	4.3
19. Comfortable life	20	6.2	18.5	4.9	25	4.9	24.5	4.5
20. Exciting life	27	5.6	30	3.7	22.5	4.0	29.5	2.6
21. Good working conditions	21	6.0	21	4.8	24	5.2	22	4.6
22. Good leaders and bosses	30	5.6	25	4.4	20.5	4.6	17	3.5
23. Be treated fairly under the law	17	5.4	26	4.5	27.5	4.4	27.5	3.7
24. Personal freedom and control	4	6.5	10	5.4	7	5.7	21	5.0
25. Have respect of others	18	5.2	24	4.3	18	4.3	16	3.6
26. Acquire knowledge and wisdom	14	5.5	12	4.1	12	4.6	13	3.6
27. Make the most of myself	8	6.1	9	4.5	6	5.0	7	3.7
28. Recognition of my ability	24	5.7	13	4.4	14	4.8	12	3.8
29. Good race relations	25.5	4.4	23	3.5	30	3.6	30	2.9
30. Have self-respect	2.5	5.5	6	4.2	5	4.4	4	3.2
Means		5.51		4.20		4.40		3.61

<sup>a</sup> Indifference value = 4.0; less than 4 favors Army, more than 4 favors civilian environment.

life, and 14, Security for the family, rank no lower than third for all grade levels, which confirms the findings of Parts B, C, and D of the survey. Differences that are striking are these:

- Travel and new experience is ranked much more important by the field grade officers.
- Health care is ranked much more important by the senior NCOs (it will be noted from Table 2 that senior NCOs also have more children, which may help to account for this).
- Opportunity to serve country is ranked relatively unimportant by the lower ranking enlisted men and the lower ranking officers.
- Only the E1-E4's rank opportunity to find beauty in life as especially important.
- Satisfying friendships are rated to be more important by the E1-E4's and company grade officers.
- Important work is ranked more important by the officer grades.
- To be treated like a person is much more important to the E1-E4 group than to all others.
- Personal freedom and control is valued relatively highly by all except the field grade officers.
- Recognition of ability does not rank high on the importance scale for the E1-E4's, but is relatively high for the other ranks.

In Fig. 7, O4-O6 and E1-E4 grade levels are contrasted. There is a mean difference between the grade levels of nearly two scale units, demonstrating the wide differences in satisfaction and expectations associated with Army life.

#### Army/Civilian Environments and Age

The relationship between the 30 value categories and age is shown in Table 16. In general terms, the younger the respondent, the more he felt the civilian society offered a better place to satisfy the things in which he had interest; those 31 and younger, on the average, felt the items better satisfied as a civilian; those 32 and older favored



Importance Rank

C-NASD-  
04-06 E1-E4

Best Satisfied:

In Army 1 2 3 4 5 6 7  
Either One Civilian

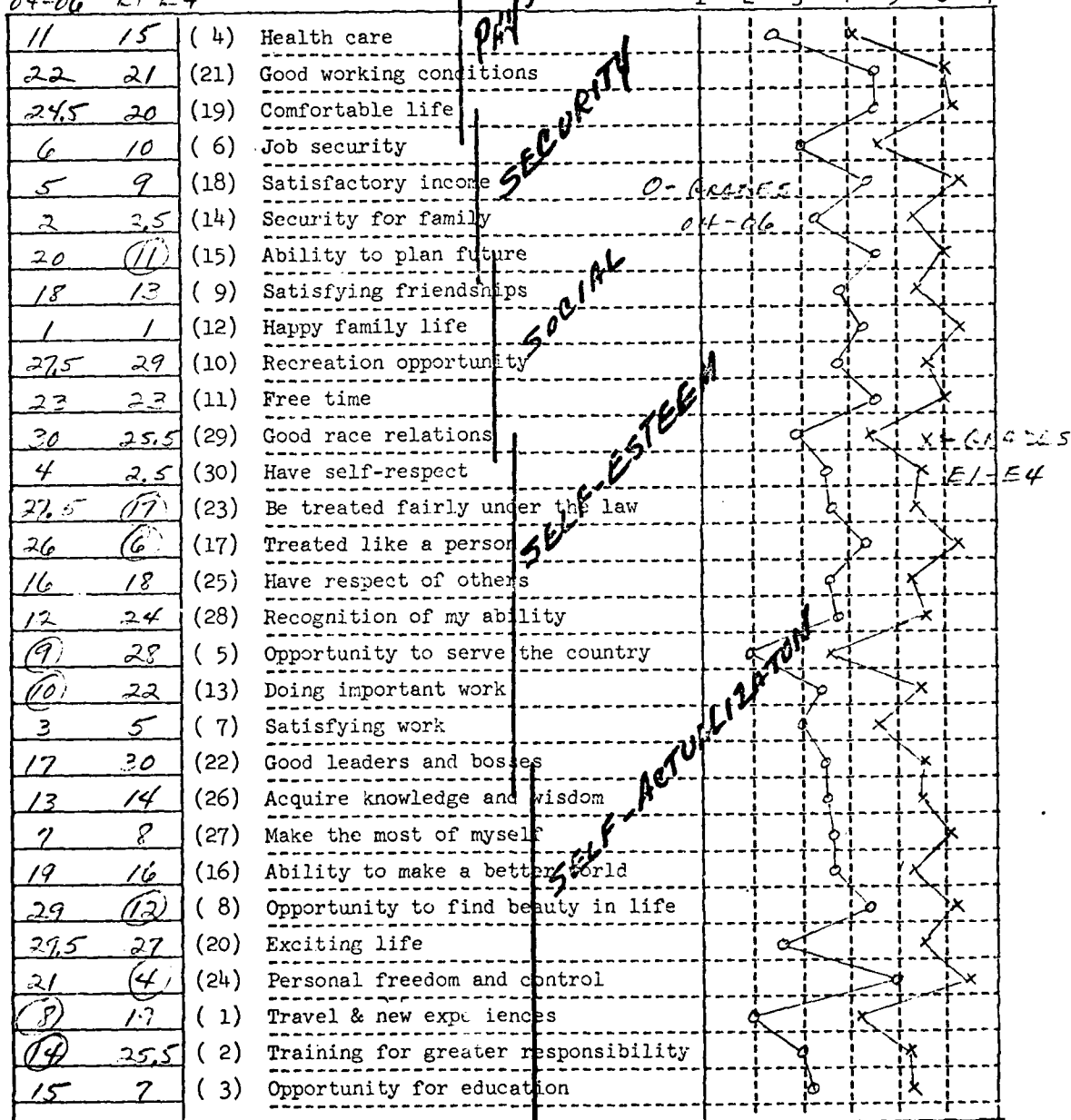


FIG 7- GRADE DIFFERENCES BETWEEN FIELD GRADE OFFICERS AND LOWER RANKING E1-E4

Table 16

Table 11

ESTIMATES (PART E) OF IMPORTANCE RANK OF VALUE CATEGORIES AND WHERE THEY ARE BETTER SATISFIED<sup>a</sup>  
(by Age)

Value Category	Age													
	17-21		22-26		27-31		32-36		37-41		42-46		47-55 <sup>b</sup>	
	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value
1. Travel and new experience	18	4.1	16	3.7	15.5	3.3	8.5	2.0	12	1.9	7	1.9	19.5	1.8
2. Training for greater responsibility	23.5	5.0	22	5.0	18	3.5	12.5	3.1	9	3.2	13	3.4	12	2.8
3. Opportunity for education	4	5.2	8	5.3	8	3.5	8.5	2.8	11	3.2	17.5	3.1	25	3.5
4. Health care	13	4.1	19	3.4	6	3.9	10	1.9	7	2.3	6	2.0	7.5	1.9
5. Opportunity to serve country	27	3.2	27	3.6	13.5	2.5	11	2.0	8	1.9	15	1.6	9.5	1.8
6. Job security	10	4.7	10.5	4.1	5	3.1	4	3.0	3	2.7	8.5	2.4	4.5	2.7
7. Satisfying work	8	6.2	2	6.0	4	4.4	5	3.7	6	3.6	2.5	3.2	3	3.1
8. Opportunity to find beauty in life	11	6.5	18	5.9	24	4.9	30	4.2	30	4.5	30	4.3	29	4.0
9. Satisfying friendships	12	5.6	13	5.2	20.5	4.3	16.5	3.8	24.5	3.9	20	4.0	15	3.5
10. Recreation opportunity	30	5.7	29	5.4	30	4.2	28	3.6	27	4.1	24.5	3.5	27.5	3.4
11. Free time	19	6.1	26	5.4	29	4.6	23	4.3	24.5	4.5	28	4.3	27.5	4.4
12. Happy family life	1	6.4	1	5.8	1	4.6	1	4.2	1	4.4	1	4.4	1	3.7
13. Doing important work	25.5	5.3	15	5.4	13.5	4.0	14.5	3.6	14.5	3.3	8.5	3.2	7.5	3.0
14. Security for family	2	5.4	3	4.8	2	3.4	2	3.0	2	2.3	2.5	2.9	2	2.4
15. Ability to plan future	14	5.9	9	5.9	10.5	4.8	16.5	4.4	16	4.5	20	4.4	15	3.8
16. Ability to make a better world	22	5.1	14	5.3	20.5	4.0	24.5	3.7	20.5	3.4	11	3.5	19.5	3.1
17. Treated like a person	5	6.3	10.5	6.0	24	4.7	20.5	4.5	28	4.3	24.5	3.9	19.5	4.1
18. Satisfactory income	7	6.2	6	5.9	3	4.7	3	4.3	5	4.2	4	3.7	6	4.0
19. Comfortable life	21	6.2	21	5.7	18	4.8	24.5	4.3	24.5	4.5	20	4.4	19.5	4.4
20. Exciting life	28.5	5.6	24.5	5.0	27	3.8	26	2.9	29	2.8	28	2.7	15	2.2
21. Good working conditions	17	6.0	23	5.8	24	4.9	20.5	4.5	17.5	4.5	24.5	4.1	25	3.8
22. Good leaders and bosses	28.5	5.5	28	5.4	19	4.4	18.5	3.7	17.5	3.5	13	3.3	19.5	3.0
23. Be treated fairly under the law	16	5.4	24.5	5.1	26	4.3	28	4.1	20.5	3.7	28	3.5	23	3.0
24. Personal freedom and control	6	6.2	5	5.2	10.5	5.3	22	5.1	24.5	4.9	22	5.0	25	4.5
25. Have respect of others	20	5.2	17	4.9	22	4.2	18.5	3.6	19	3.7	15	3.6	19.5	3.1
26. Acquire knowledge and wisdom	15	5.3	12	5.3	12	4.2	12.5	3.4	13	3.6	17.5	3.4	13	3.4
27. Make the most of myself	9	6.0	7	5.9	9	4.2	7	3.8	14.5	3.7	10	3.5	11	3.6
28. Recognition of my ability	25.5	5.6	20	5.6	15.5	4.2	14.5	4.0	10	3.8	13	3.4	9.5	3.3
29. Good race relations	23.5	4.3	30	4.2	28	3.2	28	3.0	22	3.0	24.5	2.5	30	2.7
30. Have self-respect	3	5.4	4	5.3	7	4.0	6	3.6	4	3.6	5	3.3	4.5	3.0
Means		5.46		5.22		4.06		3.60		3.60		3.41		3.23

<sup>a</sup>Indifference value = 4.0; less than 4 favors Army, more than 4 favors civilian environment.

<sup>b</sup>Two age classes combined for larger N.

the military. Among those in the 17 to 21 age group, the Army is favored only for the item concerning the opportunity to serve the country. Items of note in this particular analysis are these:

- The age group from 32 to 46 places much more importance on training for greater responsibility and on travel and new experience than do the other groups.
- Opportunity for education is judged much more important by the youth than the older age groups.
- Health care is judged to be much more important by the group in the ages of 27 and beyond, which are the persons most likely to be establishing families.
- Opportunity to serve the country is more important to older persons.
- Opportunity to find beauty in life is ranked higher in importance by the young.
- As in other comparisons, happy family life ranks most important for all age groups.
- Doing important work is favored by the older age group.
- Treated like a person ranks very high for the 17 to 21 age group, but is ranked low in importance by all others.
- Personal freedom and control is ranked high in importance by those 30 and under.
- Recognition of ability is valued much more highly by the older persons.

The oldest and youngest age groups are contrasted in Fig. 8. The similarity of profiles of preferences — Army/civilian — for grade (Fig. 7) and for age (Fig. 8) indicates further that a good part of grade difference is explained by the age differences in grade levels. Age is very highly correlated with time in service so any goal differences shown are confounded. But since an object of the study is to show differences between youth values and military society values, the comparisons shown in Figs. 7 and 8 can be very useful.

In both Figs. 7 and 8, statistically significant differences between groups are indicated by the circled ranks. The more important (lower) rank has been circled. The goal items have been reordered from the way they appeared on the survey form. As noted, the need hierarchy is reflected in the reordering. The older (longer service) age group shows great concern for the physiological and self-esteem needs; the younger for social and self-actualization needs.

Education Level and Military/Civilian Preferences. Results of analysis of Part E by education level is shown in Table 17. Those respondents having only grade school were not considered as there were too few to make a meaningful estimate.

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4-2-56 17-21

In	Either				As	
Army			One		Civilian	
1	2	3	4	5	6	7

Rank	Score	Factor
1	38	(4) Health care
2	35	(21) Good working conditions
3	34	(19) Comfortable life
4	33	(6) Job security
5	32	(18) Satisfactory income
6	31	(14) Security for family
7	30	(15) Ability to plan future
8	29	(9) Satisfying friendships
9	28	(12) Happy family life
10	27	(10) Recreation opportunity
11	26	(11) Free time
12	25	(29) Good race relations
13	24	(30) Have self-respect
14	23	(23) Be treated fairly under the law
15	22	(17) Treated like a person
16	21	(25) Have respect of others
17	20	(28) Recognition of my ability
18	19	(5) Opportunity to serve the country
19	18	(13) Doing important work
20	17	(7) Satisfying work
21	16	(22) Good leaders and bosses
22	15	(26) Acquire knowledge and wisdom
23	14	(27) Make the most of myself
24	13	(16) Ability to make a better world
25	12	(8) Opportunity to find beauty in life
26	11	(20) Exciting life
27	10	(24) Personal freedom and control
28	9	(1) Travel & new experiences
29	8	(2) Training for greater responsibility
30	7	(3) Opportunity for education

5-8 GOAL DIFFERENCES BETWEEN OLDER  
AND YOUNGER RESPONDENTS IN  
MILITARY SAMPLE

AD-A117 939

RESEARCH ANALYSIS CORP MCLEAN VA

F/G 5/11

VALUE CONFLICTS BETWEEN CIVIL SOCIETY AND MILITARY INSTITUTIONS--ETC(U)

FEB 72 H C OLSON, J H BIGELOW, P S BONSALE

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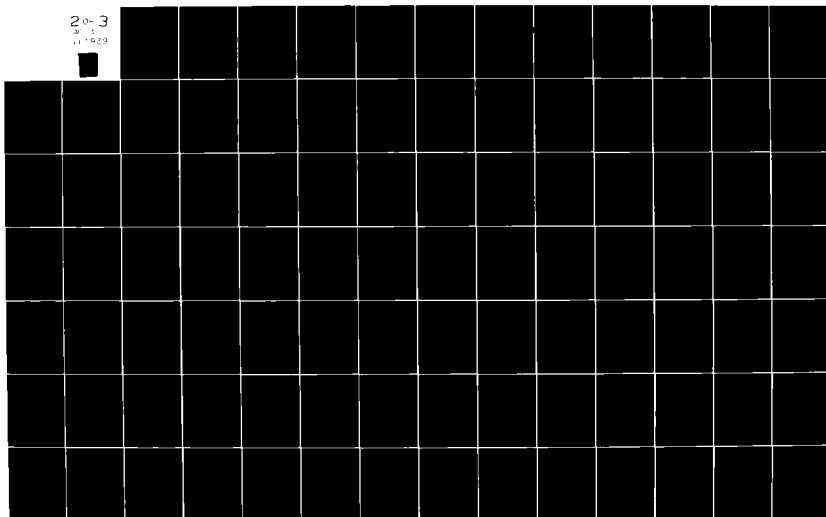


Table 17

ESTIMATES (PART E) OF IMPORTANCE RANK OF GOALS AND WHERE THEY ARE BETTER SATISFIED<sup>a</sup>  
(by Education Level)

Goals	Education Level									
	Some High School <sup>b</sup>		High School Graduate		Some College		College Graduate		Postgraduate Study	
	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value
1. Travel & new experience	22	3.4	13	3.3	16.5	3.3	18	3.1	14.5	3.1
2. Training for greater responsibility	16	4.2	15.5	4.3	16.5	4.6	20.5	4.5	22	4.4
3. Opportunity for education	9	3.8	7	4.3	5	4.8	10	4.9	13	4.6
4. Health care	26.8	3.9	17.5	3.3	22.5	3.1	22.19	3.0	29.5	3.2
5. Opportunity to serve country	26.24	2.7	17.5	2.8	24.32.5	3.0	25.22	3.1	27	3.2
6. Job security	5	4.5	4	3.8	8	3.8	8.5	3.6	10.5	3.7
7. Satisfying work	6	5.7	8	5.3	4	5.3	2	5.2	2	4.9
8. Opportunity to find beauty in life	13	5.7	19	5.5	15	5.5	23	5.5	19.5	5.2
9. Satisfying friendships	13	5.1	25	5.1	13	4.9	11	4.7	9	4.6
10. Recreation opportunity	27.5	5.3	30	5.1	30	5.9	27	4.8	27	4.6
11. Free time	18	6.0	25	5.5	27.5	5.2	26	5.3	29	4.7
12. Happy family life	1	6.1	1	5.6	1	5.5	1	5.3	1	4.9
13. Doing important work	22	4.7	27	4.5	19	4.9	16	4.9	6	4.8
14. Security for family	2	5.0	2	4.4	2	4.2	3	4.3	4	4.2
15. Ability to plan future	13	5.2	12	5.2	12	5.5	12	5.5	14.5	5.5
16. Ability to make better world	29	4.4	25	4.4	21	4.9	14.5	4.8	10.5	4.9
17. Treated like a person	7	6.1	10	5.6	10	5.6	14.5	5.4	18	5.3
18. Satisfactory income	3.5	5.8	3	5.4	6	5.5	5	5.3	5	5.3
19. Comfortable life	17	6.0	17.5	5.5	24	5.5	28	5.4	21	5.2
20. Exciting life	27.5	5.3	29	4.6	29	4.5	24.5	4.2	24.5	4.1
21. Good working conditions	10	5.6	21	5.3	25	5.4	24.5	5.5	24.5	5.4
22. Good leaders and bosses	30	5.2	28	4.9	26	4.8	20.5	4.7	26	4.9
23. Be treated fairly under law	13	5.2	15.5	4.8	22.5	4.9	29	4.5	28	4.6
24. Personal freedom and control	19	5.8	9	5.8	9	5.9	7	5.9	7	5.7
25. Have respect of others	22	4.7	23	4.7	20	4.6	17	4.5	17	4.6
26. Acquire knowledge and wisdom	22	4.7	14	4.5	11	4.8	8.5	4.9	12	4.9
27. Make the most of myself	13	5.3	11	5.1	7	5.2	6	5.3	6	5.1
28. Recognition of my ability	25	5.2	22	4.9	18	5.0	13	5.1	16	5.1
29. Good race relations	22	4.0	20	3.9	27.5	3.8	30	3.7	30	3.8
30. Have self-respect	3.5	5.0	5	4.8	3	4.7	4	4.7	3	4.7
Means		4.99		4.74		4.82		4.72		4.64

<sup>a</sup>Indifference value = 4.0; less than 4 favors Army, more than 4 favors civilian environment.

<sup>b</sup>Grade school not shown as N was too small.

In terms of mean values across all goals, the civilian environment is favored by all education categories, slightly more by the respondents who have had only some high school. There are differences in goal emphases, and in the needs inferred from them is demonstrated in Fig. 9, in which respondents having little and much education are compared. The ranks circled indicate the proportion choosing that goal as important was significantly more (at the 5 percent level) than the comparable proportion in the other category. It is seen that good health and working conditions, and fair treatment as an individual is more important to the less well educated. The well educated, on the other hand, express more concern for their self-respect and freedom, for the nature and satisfaction derived from their work, and for their personal development. Generally, the less well educated show greater concern for the lower order needs; the better educated, for the higher order needs.

The responses of the E1-E4 portion of the sample on Part E also are isolated and distinguished by RA or AUS component in Table 18. No attempt will be made to point out the myriad of detail shown in the table. A reader will find it useful to his purposes to examine whatever distinguishing relationship he might have interest in. For example, it might be noted that Job Security is ranked 3rd in importance by those having



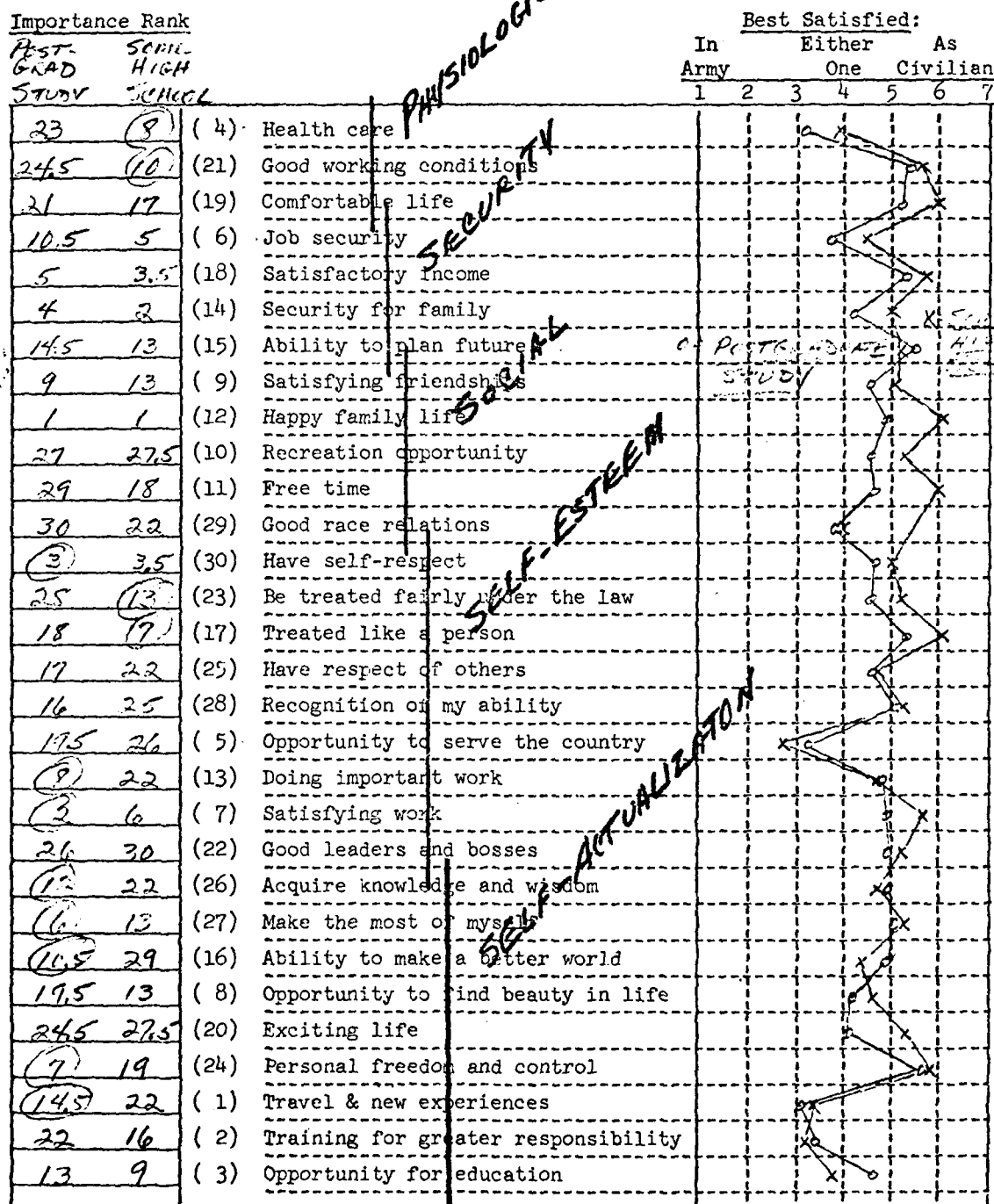


FIG 9. GOAL DIFFERENCES BETWEEN PERSONS HAVING MUCH AND LITTLE EDUCATION

Table 18

ESTIMATES (PART E) OF IMPORTANCE RANK OF GOALS AND WHERE THEY ARE BETTER SATISFIED<sup>a</sup>  
(by Education Level and Component, for E1-E4)

Goals	Component	Education Level									
		Some High School		High School Graduate		Some College		College Graduate		Postgraduate Study	
		Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value
1. Travel and new experience	RA	16	3.4	14	3.8	16	4.1	24	4.6	13	4.4
	AUS	28	4.0	13	4.1	22.5	4.6	29	4.6	21	5.1
2. Training for greater responsibility	RA	16	4.3	26	4.5	21.5	5.0	19.5	6.4	19	6.1
	AUS	16	4.7	23.5	5.2	26.5	5.8	26.5	6.2	21	6.7
3. Opportunity for education	RA	7.5	3.8	6	4.8	4	5.4	10	6.1	13	6.8
	AUS	16	4.1	9	5.3	3.5	6.0	12.5	6.3	16	6.6
4. Health care	RA	9.5	3.8	12.5	3.9	18	3.6	19.5	3.4	26.5	4.1
	AUS	5.5	4.4	10	4.5	20.5	4.1	22	3.9	29	4.0
5. Opportunity to serve country	RA	25	2.5	25	3.3	21.5	3.3	29.5	4.6	26.5	4.7
	AUS	21	3.2	28	3.2	30	3.9	26.5	4.3	29	5.4
6. Job security	RA	3	4.3	10	4.6	7	4.4	17	4.4	26.5	5.4
	AUS	8	5.3	7.5	4.9	13	4.7	17	4.8	16	5.0
7. Satisfying work	RA	5	5.6	16	5.9	12.5	5.8	2.5	6.5	1.5	7.0
	AUS	8	6.5	6	6.3	6	6.6	2	6.6	3	6.7
8. Opportunity to find beauty in life	RA	13	6.0	10	6.0	10	6.0	15.5	6.5	6.5	6.4
	AUS	16	6.2	14	6.3	12	6.5	12.5	6.7	10	6.8
9. Satisfying friendships	RA	11.5	5.1	18	5.5	12.5	5.4	12.5	5.5	13	5.8
	AUS	21	6.0	17.5	5.8	9	5.6	18.5	5.3	5	5.4
10. Recreation opportunity	RA	29	5.4	29.5	5.5	28	5.5	19.5	6.0	26.5	5.8
	AUS	25	6.1	30	5.9	22.5	5.9	26.5	5.8	25.5	6.2
11. Free time	RA	28	6.2	22.5	5.9	29.5	5.4	24	5.9	19	5.7
	AUS	8	6.4	17.5	6.3	26.5	6.4	23	5.8	25.5	6.2
12. Happy family life	RA	1	6.3	1	6.2	1	6.0	2.5	6.0	1.5	6.8
	AUS	1	6.8	1	6.6	1	6.4	1	6.3	1.5	6.3
13. Doing important work	RA	16	4.7	20	4.9	25.5	5.6	14	6.6	6.5	7.0
	AUS	28	5.3	26.5	5.4	24.5	5.9	18.5	6.3	12.5	6.5
14. Security for family	RA	2	5.2	2	5.3	3	4.9	10	5.5	19	5.3
	AUS	2	5.6	4	5.6	2	5.6	8.5	5.8	7.5	5.6
15. Ability to plan future	RA	18.5	5.4	10	5.5	7	5.9	15.5	6.2	13	6.3
	AUS	10	5.8	12	6.1	14	6.5	8.5	6.6	16	6.6
16. Ability to make better world	RA	25	4.2	22.5	4.8	14	5.2	10	6.2	6.5	6.4
	AUS	28	5.2	23.5	5.2	17.5	5.8	10	6.1	7.5	6.3
17. Treated like a person	RA	9.5	6.3	5	6.0	10	6.2	8	6.7	6.5	6.9
	AUS	4	6.5	7.5	6.5	5	6.6	5.5	6.6	10	6.5
18. Satisfactory income	RA	6	6.0	7	6.0	15	6.0	6	6.4	13	6.6
	AUS	3	6.4	3	6.4	11	6.6	7	6.7	10	6.3
19. Comfortable life	RA	18.5	6.3	16	6.0	21.5	5.9	24	6.4	19	6.2
	AUS	16	6.4	20.5	6.4	16	6.4	20.5	6.5	21	6.3
20. Exciting life	RA	25	5.4	28	5.3	25.5	5.1	24	5.8	19	6.2
	AUS	30	5.8	26.5	5.8	28.5	5.9	16	6.0	25.5	6.2

Table 18 - (continued)

Goals	Component	Education Level									
		Some High School		High School Graduate		Some College		College Graduate		Postgraduate Study	
		Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value
21. Good working conditions	RA	7.5	5.5	24	5.6	21.5	5.5	27.5	6.3	26.5	6.4
	AUS	12	6.4	17.5	6.1	19	6.4	24	6.3	15	6.2
22. Good leaders and bosses	RA	30	5.0	29.5	5.1	29.5	5.3	29.5	6.0	26.5	6.7
	AUS	25	6.2	29	5.9	28.5	5.7	26.5	6.0	29	6.2
23. Be treated fairly under law	RA	11.5	5.4	12.5	5.0	19	5.4	27.5	5.8	26.5	5.0
	AUS	16	5.6	20.5	5.5	15	5.6	20.5	5.6	16	5.9
24. Personal freedom and control	RA	20	6.0	4	5.9	5	6.4	4	6.5	6.5	7.0
	AUS	12	6.4	2	6.5	3.5	6.7	3	6.7	5	6.7
25. Have respect of others	RA	25	4.5	20	5.0	17	5.0	12.5	5.4	19	6.0
	AUS	21	5.9	15	5.4	17.5	5.4	14.5	5.5	21	5.3
26. Acquire knowledge and wisdom	RA	25	4.5	20	5.0	7	5.3	6	6.3	6.5	6.7
	AUS	21	5.7	17.5	5.3	10	5.9	11	6.2	12.5	6.2
27. Make the most of myself	RA	14	5.3	8	5.6	10	5.8	6	6.6	6.5	7.0
	AUS	12	6.1	11	6.1	8	6.5	4	6.7	5	6.5
28. Recognition of my ability	RA	21.5	5.1	27	5.2	25.5	5.2	19.5	6.3	19	6.2
	AUS	21	6.0	25	5.9	20.5	6.2	14.5	6.3	21	6.5
29. Good race relations	RA	21.5	4.0	15	4.2	25.5	4.4	24	4.6	26.5	4.4
	AUS	25	4.5	22	4.5	24.5	4.3	30	4.4	25.5	5.0
30. Have self-respect	RA	4	5.0	3	5.2	2	5.5	1	6.1	6.5	6.1
	AUS	5.5	5.6	5	5.7	7	5.9	5.5	6.0	1.5	6.1
Means	RA		5.02		5.18		5.28		5.85		6.05
	AUS		5.64		5.62		5.80		5.90		6.04
N	RA	55		121		72		29		9	
	AUS	30		96		96		66		21	

\*Indifference value = 4.0; less than 4 favors Army, more than 4 favors civilian environment.

some high school, 10th in importance by the high school graduate, and 26.5 in importance by those having postgraduate study. The comparable rankings for the AUS soldier have a much shorter range, from 7.5 to 16. The mean values for the 30 goals indicate that there is a systematic difference between the RA and AUS respondents for the lower educational levels, which gradually disappears as the higher levels are reached. The means show also that with increased education, satisfaction shifts more to the civilian side.

The relationship between education level and component for the company grade officers is shown in Table 19. Here again the amount of information permits more detailed analysis than is feasible here. The smaller numbers of company grade officers make these data less reliable, and there is greater scatter in results; they should be interpreted with some caution.

and Military/Civilian Preferences. Racial differences in response to Part E are shown in Table 20 and Fig. 10. Again, that part of the sample which was Oriental or indeterminate as to race was not used. While both whites and blacks generally favor the civilian environment, the Negroes are a little less inclined toward the civilian side. Differences between the two groups are only slight, however. In contrasting importance rank, blacks seem more concerned about:

- Opportunity for education
- Health care
- Being treated fairly under the law
- Recognition of ability
- Good race relations

Whites have greater concern than blacks over satisfying work and satisfying friendships.

Table 19

ESTIMATES (PART E) OF IMPORTANCE RANK OF GOALS AND WHERE THEY ARE BETTER SATISFIED<sup>a</sup>  
(by Education Level and Components, 01-03 and W1-W4)

Goals	Component	Education Level					
		Some College		College Graduate		Postgraduate Study	
		Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value
1. Travel and new experience	RA	24	1.2	22	2.5	12.5	1.6
	AUS	14	1.7	23	2.7	10	4.0
	Res	9.5	2.2	14	2.9	26	3.1
2. Training for greater responsibility	RA	13	5.0	22	3.3	12.5	4.1
	AUS	11.5	2.6	12	4.6	28.5	4.7
	Res	12	3.4	21	4.2	18.5	5.0
3. Opportunity for education	RA	13	4.2	12.5	4.9	20	3.8
	AUS	5.5	3.3	9	5.0	10	6.3
	Res	7	3.9	9.5	5.3	22	4.8
4. Health care	RA	6	1.6	28.5	2.8	12.5	3.0
	AUS	11.5	1.9	19.5	3.3	18.5	3.6
	Res	9.5	2.2	17	2.6	22	3.2
5. Opportunity to serve country	RA	24	1.8	17	2.8	12.5	2.3
	AUS	9.5	2.1	28	3.0	23.5	3.8
	Res	22.5	1.9	21	2.8	14	4.2
6. Job security	RA	2	2.0	12.5	2.7	2.5	3.0
	AUS	7	2.6	12	3.5	14.5	3.9
	Res	8	2.8	15	3.5	26	3.6
7. Satisfying work	RA	6	4.6	2	4.9	5	4.4
	AUS	3	3.7	3	5.5	2	5.7
	Res	1	4.6	2	5.5	2	6.2
8. Opportunity to find beauty in life	RA	24	4.4	22	5.1	26.5	4.9
	AUS	25	4.1	25.5	5.7	23.5	5.9
	Res	27.5	5.0	26	5.4	14	5.6
9. Satisfying friendships	RA	24	3.2	9	4.6	7	4.1
	AUS	14	4.4	16.5	4.7	14.5	5.3
	Res	12	3.9	8	4.8	18.5	5.0
10. Recreation opportunity	RA	24	2.8	28.5	5.0	20	4.1
	AUS	18.5	3.7	28	4.8	18.5	4.9
	Res	29.5	4.1	21	4.4	22	4.0
11. Free time	RA	24	4.4	28.5	4.8	26.5	4.5
	AUS	25	4.4	25.5	5.0	23.5	5.0
	Res	22.5	4.0	26	5.0	27.5	3.6
12. Happy family life	RA	6	4.0	3.5	5.2	1	4.5
	AUS	1.5	4.2	1.5	5.2	1	5.3
	Res	4	4.5	1	5.4	1	5.2
13. Doing important work	RA	13	2.8	17	4.4	12.5	3.9
	AUS	18.5	3.6	12	4.9	6	5.6
	Res	17	4.1	12.5	4.9	9.5	5.7
14. Security for family	RA	2	2.0	6.5	3.6	1	3.6
	AUS	1.5	2.9	1.5	4.2	3.5	4.4
	Res	4	2.9	5.5	3.9	6	4.3
15. Ability to plan future	RA	13	3.4	9	4.7	12.5	5.4
	AUS	14	4.4	6.5	5.5	10	6.2
	Res	19.5	4.9	12.5	5.6	14	5.7
16. Ability to make a better world	RA	13	3.2	22	4.6	12.5	4.1
	AUS	25	3.5	16.5	4.8	28.5	5.6
	Res	25.5	4.3	11	4.8	14	5.3
17. Treated like a person	RA	24	5.0	22	5.1	26.5	4.6
	AUS	18.5	4.3	23	5.5	14.5	6.0
	Res	25.5	4.8	17	5.2	18.5	5.6

Table 19 (continued)

Goals	Component	Education Level					
		Some College		College Graduate		Postgraduate Study	
		Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value
18. Satisfactory income	RA	6	2.6	5	5.1	2.5	4.6
	AUS	5.5	4.2	4	5.3	3.5	5.6
	Res	4	4.1	9.5	5.2	5	5.4
19. Comfortable life	RA	13	4.0	25.5	5.2	20	4.1
	AUS	1.85	4.7	23	5.3	14.5	5.6
	Res	17	4.3	30	4.8	26	5.0
20. Exciting life	RA	13	3.4	17	3.2	26.5	3.1
	AUS	29.5	3.2	16.5	4.3	18.5	4.8
	Res	19.5	3.3	26	4.5	18.5	5.2
21. Good working conditions	RA	24	4.8	12.5	5.3	26.5	4.6
	AUS	25	4.6	21	5.4	23.5	5.9
	Res	29.5	4.5	21	5.3	9.5	5.9
22. Good leaders and bosses	RA	13	3.4	17	4.3	12.5	4.6
	AUS	25	3.4	12	4.8	18.5	5.5
	Res	22.5	4.1	21	4.6	26	5.7
23. Be treated fairly under the law	RA	24	3.4	25.5	3.9	26.5	3.6
	AUS	29.5	3.9	28	4.5	28.5	5.1
	Res	22.5	4.2	26	4.4	26	5.1
24. Personal freedom and control	RA	24	5.0	9	5.0	12.5	5.5
	AUS	25	4.7	5	6.0	6	6.2
	Res	12	5.6	5.5	5.6	4	6.5
25. Have respect of others	RA	24	3.4	12.5	4.2	20	4.5
	AUS	18.5	3.4	19.5	4.6	23.5	4.9
	Res	14.5	3.9	17	4.5	7	5.4
26. Acquire knowledge	RA	24	3.0	17	4.5	26.5	4.3
	AUS	18.5	3.3	12	4.9	10	5.8
	Res	14.5	4.1	5.5	4.8	14	5.8
27. Make the most of myself	RA	13	3.4	1	4.8	5	5.1
	AUS	8	3.8	6.5	5.6	6	6.2
	Res	6	4.2	3	5.5	9.5	6.0
28. Recognition of my ability	RA	6	4.0	6.5	4.4	20	4.6
	AUS	9.5	3.6	16.5	5.3	23.5	5.7
	Res	17	4.4	29	5.2	9.5	6.0
29. Good race relations	RA	24	3.0	28.5	3.6	26.5	2.9
	AUS	25	2.7	30	3.8	28.5	4.7
	Res	27.5	3.3	26	3.7	29.5	4.2
30. Have self-respect	RA	2	3.4	3.5	4.0	12.5	4.1
	AUS	4	3.2	8	4.8	10	5.2
	Res	2	4.0	5.5	4.5	3	5.6
Means	RA		3.41		4.28		4.05
	AUS		3.54		4.75		5.25
	Res		3.92		4.63		5.06

\* Indifference value = 4.0; less than 4 favors Army, more than 4 favors civilian environment.

Table 20

ESTIMATES (PART E) OF IMPORTANCE RANK OF GOALS  
AND WHERE THEY ARE BETTER SATISFIED<sup>a</sup>  
(by Race — Black and White Only)

Goals	White		Black	
	Imp. Rank	Scale Value	Imp. Rank	Scale Value
1. Travel and new experience	15	3.3	14	2.7
2. Training for greater responsibility	19	4.4	21.5	4.1
3. Opportunity for education	9	4.6	3	4.0
4. Health care	12	3.2	5	3.0
5. Opportunity to serve country	22	2.9	23.5	2.9
6. Job security	7	3.8	4	3.9
7. Satisfying work	3	5.3	15	5.0
8. Opportunity to find beauty in life	21	5.6	20	5.0
9. Satisfying friendships	14	4.9	28	4.6
10. Recreation opportunity	29	5.0	30	4.6
11. Free time	28	5.3	23.5	5.2
12. Happy family life	1	5.4	2	5.5
13. Doing important work	16	4.8	18.5	4.4
14. Security for family	2	4.4	1	4.0
15. Ability to plan future	11	5.4	16	5.0
16. Ability to make a better world	17.5	4.7	25	4.5
17. Treated like a person	10	5.6	11	5.1
18. Satisfactory income	5	5.4	6.5	5.1
19. Comfortable life	23	5.5	21.5	5.1
20. Exciting life	27	4.5	29	4.3
21. Good working conditions	24	5.5	17	4.9
22. Good leaders and bosses	26	4.9	26	4.4
23. Be treated fairly under the law	25	4.8	9.5	4.4
24. Personal freedom and control	8	5.9	12.5	5.3
25. Have respect of others	17.5	4.7	26	4.3
26. Acquire knowledge	13	4.8	18.5	4.4
27. Make the most of myself	6	5.2	9.5	4.8
28. Recognition of my ability	20	5.1	12.5	4.6
29. Good race relations	30	3.8	8	3.7
30. Have self-respect	4	4.8	6.5	4.5
Means		4.75		4.44

<sup>a</sup>Indifference value = 4.0; less than 4 favors Army, more than 4 favors civilian environment.

Importance Rank

Best Satisfied:

In Army 1 2 3 4 5 6 7  
Either One Civilian

BLACK WHITE

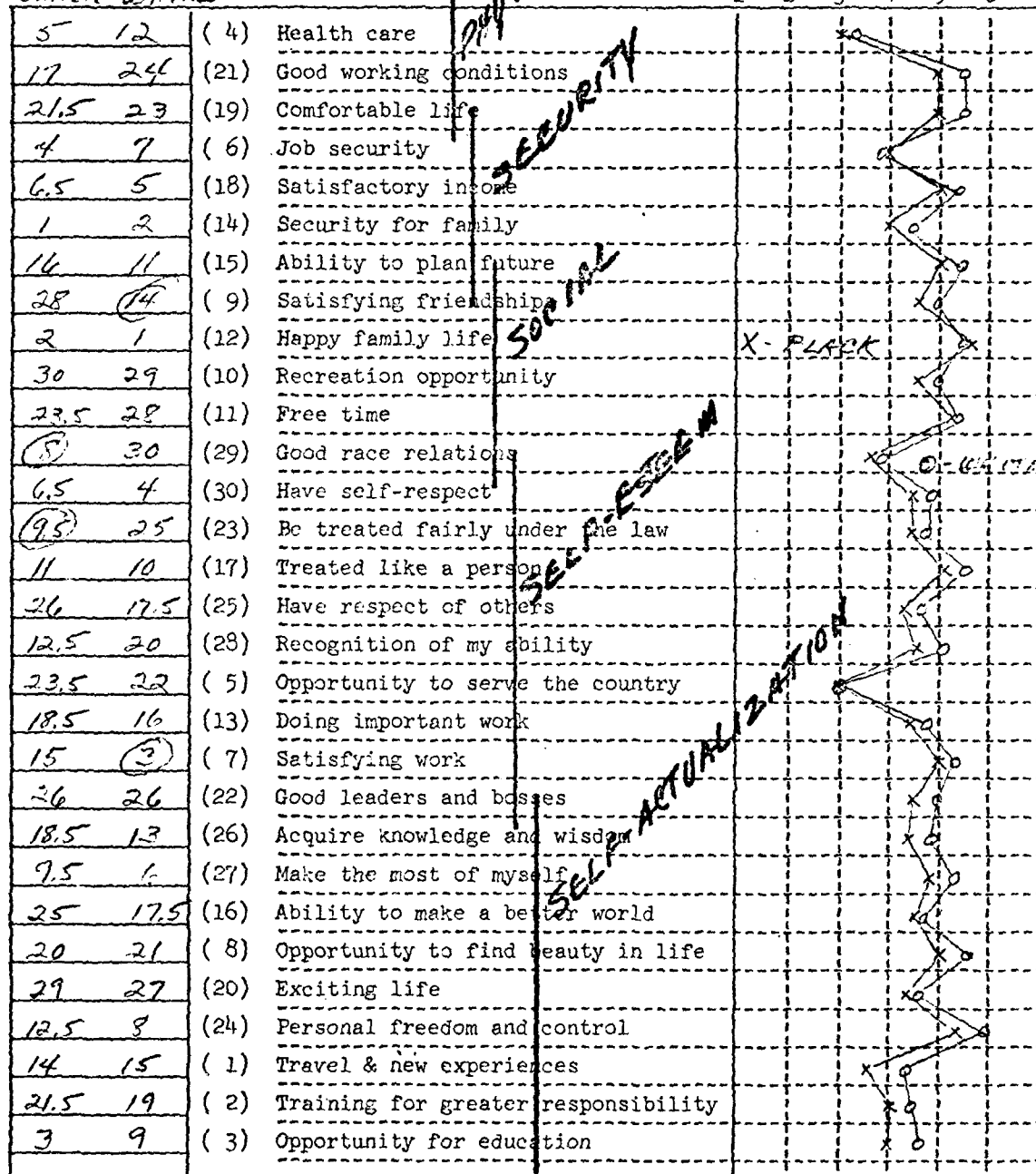


FIG 10- GOAL DIFFERENCES BETWEEN  
BLACK AND WHITE RESPONDENTS



Table 21 shows relationships between white and black E1-E4 respondents as a function of component. The mean values indicate that the black respondents are oriented more toward the satisfaction of values in the Army, for both RA and AUS components. The more significant differences between the blacks and whites, and RA and AUS, are these:

- RA blacks feel travel and new experience to be more important.
- AUS blacks value opportunity for education more.
- Blacks value health care more.
- RA blacks value job security.
- Free time is more important to blacks.
- To be treated fairly under the law is more important to blacks.
- Recognition of ability is much more important to black RAs.
- Good race relations are much more important to blacks.
- Satisfying work is much more important to whites.
- Opportunity to find beauty in life is more important to whites and to the RAs in general.
- Satisfying friendships are more important to whites.
- Ability to make a better world is more important to whites.
- Personal freedom and control is more important to RA whites.
- Ability to acquire knowledge is more important to whites.

The data in Table 21 may be quite useful in relation to development of concepts for the Modern Volunteer Army.

#### Likelihood of Reenlisting as Related to Satisfaction Levels

In Part F of the survey, the respondent indicated the likelihood of his reenlisting on the assumption that he was a 22-year old enlisted man, just about to complete his first term of service. He answered on a 5-point scale, ranging from 1 - Very Likely Would Reenlist, to 5 -

Table 21  
ESTIMATES (PART E) OF IMPORTANCE RANK OF GOALS AND WHERE THEY ARE BETTER SATISFIED<sup>a</sup>  
(by Race and Component, E1-E4)

Goals		By Race			
		White		Black	
		Imp. Rank	Scale Value	Imp. Rank	Scale Value
1. Travel and new experience	RA	21	4.0	9	2.9
	AUS	22.5	4.5	15.5	3.9
2. Training for greater responsibility	RA	22.5	4.8	26	4.3
	AUS	25.5	5.8	22.5	4.9
3. Opportunity for education	RA	5.5	5.0	4	4.3
	AUS	9	5.7	2	5.3
4. Health care	RA	16.5	3.8	7	3.2
	AUS	16	4.2	9	4.4
5. Opportunity to serve country	RA	25	3.2	29	3.5
	AUS	30	3.9	26.5	3.1
6. Job security	RA	11.5	4.4	5.5	4.8
	AUS	11	4.8	12	5.0
7. Satisfying work	RA	7	6.0	18.5	5.7
	AUS	2.5	6.6	15.5	5.9
8. Opportunity to find beauty in life	RA	10	6.2	15	5.4
	AUS	14	6.6	22.5	5.8
9. Satisfying friendships	RA	13	5.4	23	5.1
	AUS	10	5.6	26.5	5.5
10. Recreation opportunity	RA	29	5.5	29	5.3
	AUS	28	6.0	29.5	5.1
11. Free time	RA	26	5.9	20.5	5.6
	AUS	24	6.2	15.5	6.0
12. Happy family life	RA	1	6.1	1	5.9
	AUS	1	6.5	1	6.4
13. Doing important work	RA	20	5.3	15	5.0
	AUS	22.5	5.9	22.5	5.1
14. Security for family	RA	3	5.3	2.5	4.8
	AUS	5	5.7	5.5	5.5
15. Ability to plan future	RA	11.5	5.6	18.5	5.5
	AUS	12	6.4	12	5.4
16. Ability to make a better world	RA	15	4.9	26	5.0
	AUS	15	5.7	22.5	5.4
17. Treated like a person	RA	5.5	6.2	9	5.9
	AUS	6.5	6.6	3.5	6.1
18. Satisfactory income	RA	8	6.1	15	5.7
	AUS	8	6.6	7	6.0
19. Comfortable life	RA	18	6.1	23	5.7
	AUS	19	6.5	18.5	6.0
20. Exciting life	RA	27	5.4	26	4.8
	AUS	25.7	6.0	26.5	5.4
21. Good working conditions	RA	22.5	5.7	15	5.3
	AUS	20	6.3	15.5	5.9
22. Good leaders and bosses	RA	30	5.3	29	4.7
	AUS	29	6.0	29.5	5.1
23. Be treated fairly under the law	RA	19	5.3	9	4.7
	AUS	18	5.6	12	5.3
24. Personal freedom and control	RA	4	6.2	15	5.4
	AUS	2.5	6.6	3.5	5.9
25. Have respect of others	RA	16.5	5.0	23	4.5
	AUS	17	5.5	18.5	5.2
26. Acquire knowledge	RA	14	5.2	20.5	4.8
	AUS	13	5.8	26.5	5.3
27. Make the most of myself	RA	9	5.7	11.5	5.5
	AUS	6.5	6.4	9	6.0
28. Recognition of my ability	RA	28	5.3	11.5	4.8
	AUS	21	6.2	20	5.9
29. Good race relations	RA	24	4.2	5.5	4.0
	AUS	27	4.5	9	4.5
30. Have self-respect	RA	2	5.3	2.5	5.1
	AUS	4	5.8	5.5	5.7
Means	RA		5.28		4.91
	AUS		5.82		5.37

<sup>a</sup>Indifference value = 4.0; less than 4 favors Army, more than 4 favors civilian environment.

Would Reenlist Under No Circumstances. The reenlistment responses of the E1-E4's were analyzed in relation to the value question satisfaction and importance levels they expressed. The results are shown in Table 22, and the SI values are plotted in Fig. 11.

It is seen in Table 22 that the Ns for the 1 and 2 reenlistment responses are quite small; results from these two categories should be viewed tentatively. With respect to the total mean SI values across all levels of enlistment potential, it is noted that the value declines generally and systematically as likelihood of reenlistment declines. Importance attached to Work also declines as the likelihood of reenlistment declines.

The plot of SI values for each of the value categories (Fig. 11) indicates significant trends. It is seen that satisfaction with Work and for Personal Development decline systematically as potential for reenlistment declines. To some small extent, the same is true for Comfort and Pleasure, and for Economic Security. The curves shown for Work and Personal Development suggest very strongly that these are factors valued highly by the individual considering reenlistment. In other words, if the individual is happy in his work in the Army — in his MOS and job assignment, and the treatment he is receiving — there is greater likelihood that he will remain longer in the Army.

Table 22

PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
BY EL-54 RESPONDENTS

(Likelihood of Reenlisting)

Value Category	Likelihood of Reenlisting														
	Very likely(1)			Somewhat likely(2)			Don't know(3)			Somewhat unlikely(4)			Very unlikely(5)		
	N=22			N=17			N=92			N=95			N=417		
	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI
Work	4.7	2.8	1.68	4.5	3.3	1.36	3.9	3.3	1.18	3.6	3.8	.95	2.9	3.9	.74
Family	5.7	2.1	2.71	6.2	2.6	2.38	5.6	2.2	2.55	5.6	2.3	2.43	5.4	2.2	2.45
Friendships	5.3	3.7	1.43	5.4	4.3	1.26	5.0	3.9	1.28	5.1	3.6	1.42	4.9	3.8	1.29
Personal Development	5.5	3.2	1.72	4.9	2.6	1.88	4.7	3.1	1.52	4.1	2.9	1.41	3.7	2.9	1.28
Economic Security	3.3	3.3	1.00	3.5	3.6	.97	3.0	3.8	.78	2.7	3.5	.77	2.1	3.5	.60
Comfort and Pleasure	4.1	4.0	1.03	4.1	4.9	.84	4.0	4.5	.89	3.7	4.0	.93	2.7	4.2	.64
Means	4.77		1.60	4.77		1.45	4.37		1.37	4.13		1.32	3.62		1.17

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

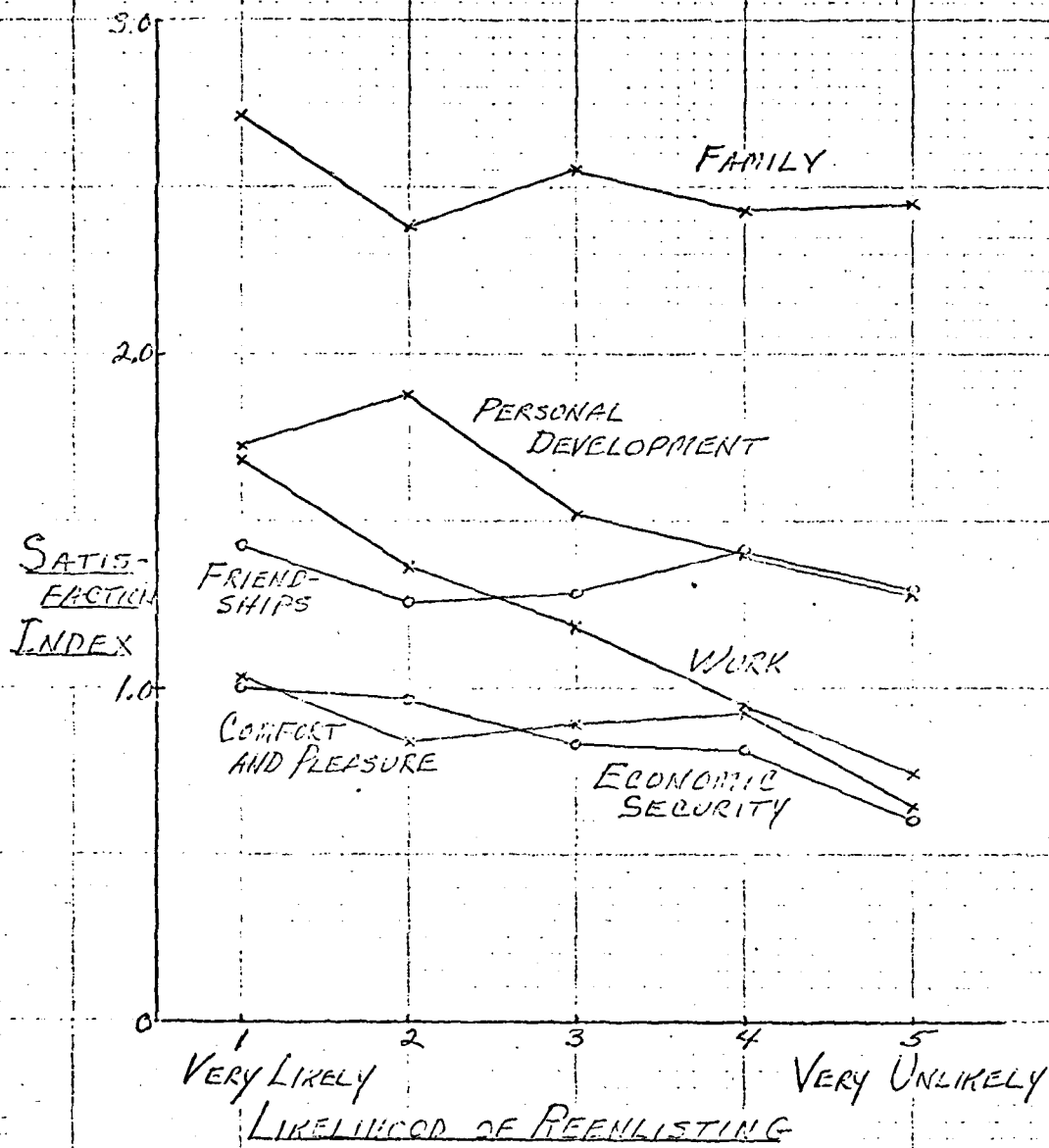


FIG. 11 - PRESENT MEAN SATISFACTION INDEX VALUES FOR SIX MAJOR VALUE CATEGORIES AS RELATED TO LIKELIHOOD OF REENLISTING

### Evaluation of Suggestions for Change (Part F2)

In Part F of the survey, after the respondent was asked what was the likelihood of his reenlisting, he was asked to suggest changes which would improve the Army. The suggestions made were coded in the categories described in App A. Coding categories fell generally into five major areas:

- Physical Comfort and Convenience. This includes such things as living conditions, housing, privacy in housing, clothing and equipment of a personal nature, food, and food service.

- Economic Factors. These relate to the economic security of the respondent in terms of such things as pay and allowances, health care, and education (which is not a part of training for the job).

- Work Factors. These are responses concerned with work satisfaction, MOS designation, job assignment, evaluation and promotion procedures, training for the military job, and so on.

- Military Life. This includes those items generally associated with life in the military, such as leave and pass privileges, ordered living and regimentation, customs and traditions of the service, military recreation opportunities, social pressures associated with military life, family life in the military, military justice, and military/civilian relationships.

- Human Values. These concern aspects of military service relating to the value system and state of mental health of an individual, and so include elements that relate to one's sense of personal identity, feelings of personal growth and maturity, concerns over restrictions of personal freedom,\* confidence in superiors, personal feelings about the mission of the Army, and national goals.

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\*Described in App A in the Military Life category.

Suggestions for improvement are generally confirming of the kinds of suggestions made in a June 1970 survey reported in RAC-TP-410, noted previously; the distribution of responses is substantially the same across grade levels as shown in that study. For example, a comparison of the frequency of response for the two surveys in terms of responses per respondent for the categories that were mentioned by at least 10 percent of the respondents in the Value Conflicts survey, is given for the E1-E4 grade group in Table 23.

Table 23

COMPARISON OF MOST FREQUENTLY SUGGESTED IMPROVEMENTS IN TWO SURVEYS  
(E1-E4)

Category	Responses per Respondent	
	Value Conflict Survey	Potential for Dissidence Survey
Pay	.54	.44
On-post living conditions	.28	.20
Personal identity	.25	.25
Personal restrictions	.23	.06
MOS and job assignment	.21	.14
Attitude toward superiors	.19	.07
Harassment	.17	.13
Assignment to duty station	.13	.14
Evaluation and promotion procedures	.12	.10
Leaves and passes	.11	.10

Pay. The number of responses or suggestions for change according to grade level are shown in Table 24. In examining the totals across grades, it is seen that suggestions relating to inadequate pay are most frequent. Many officers commented on the inadequate pay of the enlisted ranks.

Table 24  
SUGGESTIONS (PART F2a) FOR IMPROVEMENT IN THE ARMY  
(by Grade Level)

Category and Detail of Suggestion	Code Number	Grade				Total
		E1-E4	E5-E9	O1-O3 W1-W4	O4-O6	
<b>Physical Comfort and Convenience</b>	<b>N =</b>	<b>649</b>	<b>248</b>	<b>224</b>	<b>239</b>	<b>1360</b>
On-post living conditions	011	181	50	39	67	337
Military clothing	013	9	1	-	1	11
Food	015	65	11	1	3	80
		<u>255</u>	<u>62</u>	<u>40</u>	<u>71</u>	<u>428</u>
<b>Economic Factors</b>						
Pay	021	353	126	137	142	758
Pay frequency	022	13	2	-	-	15
Bonus	023	3	7	4	3	17
PX and commissary	025	7	7	9	10	26
Allowances, benefits (general)	026	18	8	4	19	49
Security	027	4	4	2	3	13
Health care for respondent	028	5	4	3	3	15
Health care for dependents	029	4	9	2	22	37
On-post family housing	036	14	15	19	55	103
In-service academic education	037	17	10	16	28	71
Reduction in benefits on retirement	042	1	1	-	3	5
Travel benefits	043	3	3	2	3	11
		<u>435</u>	<u>196</u>	<u>194</u>	<u>291</u>	<u>1120</u>
<b>Work Factors</b>						
Job satisfaction	041*	7	3	6	3	19
Evaluation and promotion procedures	044**	78	43	42	60	223
Work hours	046	60	42	24	31	157
Work conditions	047	45	19	13	12	89
Training for job	058	8	7	3	5	23
Training for growth	039	10	5	3	9	27
MOS and job assignment	061	134	32	61	37	264
Relations with civilian employees	063	1	7	4	3	15
Inefficiency	065	26	10	20	8	64
Details and extra duty	097	50	14	27	20	111
		<u>419</u>	<u>182</u>	<u>203</u>	<u>183</u>	<u>992</u>
<b>Military Life</b>						
Regimentation and red tape	081	14	8	11	12	45
Customs and traditions	084	9	8	11	9	37
Recreation	072	16	3	2	6	27
Leaves and passes	073	70	10	10	11	101
Social pressures	075	1	-	12	3	16
Family separation	077	15	7	6	9	37
Military/civilian relationship	085	3	13	17	22	55
Parades and ceremonies	094	28	24	16	7	75
Military justice, punishment, corrections	087	34	8	10	5	57
Local procedures and systems	091	1	1	2	1	5
Assignment to duty station	093	85	59	70	102	316
Permissiveness	098	9	22	17	23	71
Selection criteria	099	20	15	29	15	79
Liberalization, Army policies and missions	086	26	8	13	28	75
		<u>331</u>	<u>186</u>	<u>226</u>	<u>253</u>	<u>996</u>
<b>Human Values</b>						
Personal identity	111	164	21	32	23	240
Discrimination (race, sex, religion, etc)	112	20	9	4	5	38
Personal restrictions	101	149	28	36	35	248
Patriotism, pride in service	122	10	1	4	5	20
Volunteer Army/draft modifications	121	58	16	12	8	94
Integrity of personnel	113	17	11	16	19	63
Attitude toward superiors	118	121	54	24	30	229
Interpersonal communications	117	55	18	27	10	110
Standards for personal appearance	119	47	9	7	2	65
Harassment	124	108	14	16	9	147
Personal attitude to military mission	125	32	5	4	1	42
Attitude toward combat duty	126	5	-	-	-	5
Assistance with personal problems	128	3	3	-	-	6
		<u>789</u>	<u>199</u>	<u>182</u>	<u>147</u>	<u>1307</u>

\*Includes 042 and 043

\*\*Includes 045



On-Post Living Conditions. The next greatest concern was for on-post living conditions, especially for enlisted respondents. Suggestions were for better quarters, freedom to decorate as they wished, greater privacy in quarters and latrines, and better maintenance of quarters.

Assignment to Duty Station. There was much expression among all ranks that they have some foreknowledge of assignments in order to be able to plan their movements better. There were several suggestions that the Army consider again the "gyroscope plan" experimented with in the fifties in which the attempt was made to return units to the same area in the United States after they had been on an overseas assignment, thus encouraging people to buy homes and take roots in a particular geographic area.

MOS and Job Assignment. The comments suggested that more care be taken in the placement of an individual appropriate to his abilities, and that once assigned an MOS, he be used in that MOS without reassignment to another area in which he was less adequate.

Personal Restrictions. Suggestions in this category deal with the relaxing of the conventional military standards as to hours, freedom in dress on post during free time, sign-out procedures, control over what the soldier thinks are his personal activities. Most suggestions were made by the lower enlisted ranks.

Personal Identity. Next in frequency were suggestions that changes be made to assure that the soldier will be treated like a person, and that leaders empathize with the individual feelings of the person. In many ways this is closely related to another category also in the human values area, that of interpersonal communications, which includes many suggestions for reduction of the barriers between ranks and the removal

of some military conventions that tend to create a lack of interpersonal communications, or to assure that communication is only downward.

Attitude Toward Superiors. Comments in this category also resemble those in the preceding one in many respects. Suggestions by both enlisted and officer ranks were that superiors were not adequate in leadership. It can be interpreted that these inadequacies are not so much in military skill, but inadequacies in personal relationships with subordinates.

Evaluation and Promotion Procedures. The principal concerns were that changes be made to assure proper reward for performance and ability from the standpoint of officer responses. Suggestions dealt mostly with the officer efficiency report and the lack of knowledge of how an individual might have been rated. There were many comments that the seniority system in the enlisted ranks be modified to assure, first of all, that men were not advanced automatically with time in grade, and second, that provision be made so that persons could be advanced more rapidly than normal if the performance demonstrated this was in the best interest of the service.

Work Hours. Another issue of major concern was work hours which ties in closely with details and extra duties. There were many suggestions that the workday be standardized and that the Army try to establish an 8-hour day as one has in civilian life; that there be no Saturday morning duty; and that there be an attempt for some reduction in details, such as duty officer, duty NCO, and so on.

Harassment. This category includes personal abuse, and expression by E1-E4 grades especially of insensitivity on the part of NCOs in general.

Better Communication Across Grade Levels. These suggestions bear on leadership and on the military grade hierarchy. Respondents feel that

they are not understood, that they are not informed, that the traditional formality of the military system precludes information exchange.

Housing. Many suggestions were made that housing be improved, especially for the officer ranks, that there be better maintenance, and that quarters be renovated. Suggestions were made that the enlisted ranks get a "better deal" with respect to housing; housing for the enlisted man of low rank having a family was felt to be inadequate.

Leaves and Passes. These comments tie in closely with the concern of relaxing personal restrictions. Many comments were made about the unfairness of the system in which holidays and weekends were counted as part of leave time. It was suggested that passes be issued more freely and that there be fewer restrictions or less control by the company in terms of passes; when a man had no duties he should be free to leave post.

In summary, the areas for suggestion which were highest in order of frequency are these:

- 1 - More pay
- 2 - Improved on-post living conditions, principally for enlisted men
- 3 - Improved procedures for assignment to duty station
- 4 - Better MOS designation and job assignment
- 5 - A relaxing of personal restrictions
- 6 - Assuring the maintenance of personal identity
- 7 - Improved leadership
- 8 - More fair evaluation and promotion procedures
- 9 - Shorter and more regular work hours
- 10 - Reduction of harassment
- 11 - Reduction in details and extra duty
- 12 - Better communication across grade levels
- 13 - Improved on-post family housing
- 14 - More liberal leave and pass policy

It should be realized that these are suggestions across all grades of military respondents — the dedicated, the discontent, those indifferent to military service. These suggestions present a general picture of areas of dissatisfaction with military life. Suggestions will be examined more critically (by the respondents making them) in later sections of the report.

The relationship between the need hierarchy and suggestions for change was estimated by seven judges in the same way as described for the value elements (as was shown in Tables 3 and 4). This apportioning of needs among each suggestion category is shown in Table 25. It is seen that among the 14 most frequent suggestions, the first two reflect physiological and security needs, but most of the remainder concern social, self-esteem, and self-actualization. Further analysis of the need components of suggestions for change appear in the section on military/civilian value differences.

#### Suggested Changes by Lower Ranking Enlisted Men

Some more qualitative comments by the discontented, lower ranking enlisted men need to be reported. The survey results indicate that the lower ranking enlisted man, in general, has little sympathy, empathy, or agreement with Army policies, customs and traditions of the service, and the idea of a regimented life. He feels strongly that his freedom is being thwarted, that options available to him are being closed, and expresses concern that he has lost control over his life for the 2- to 3-year period that he is in service. He doesn't appear to be overly resentful about sacrifice to his country; that is, he is willing to do his part, but feels that his military experience, by and large, is one of inefficiency and loss. He feels that he, the Army, and the nation are in trouble, and expresses it freely. His concerns are described below in terms of the specific value questions posed.

Table 25

## RELATION OF SUGGESTIONS FOR CHANGE (Part F) TO NEEDS

Category and Detail of Suggestion	Code No.	Needs				
		Physio- logical	Security	Social	Self- Esteem	Self- Actuali- zation
<u>Physical Comfort and Convenience</u>						
On-post living conditions	011	4.0	1.8	2.2	1.8	.1
Military clothing	013	4.4	1.1	1.8	2.8	0
Food	015	5.4	1.1	2.1	1.3	0
<u>Economic Factors</u>						
Pay	021	2.4	4.4	.8	1.6	.7
Pay frequency	022	1.8	4.6	1.4	1.3	1.8
Bonus	023	1.3	4.1	1.1	2.6	.8
PX and commissary	025	2.4	4.1	1.4	1.3	.8
Allowance, benefits (general)	026	1.8	4.0	2.0	1.1	1.0
Security	027	1.6	6.0	1.3	.8	.3
Health care for respondent	028	4.6	4.4	.6	.4	0
Health care for dependents	029	2.0	4.0	2.1	1.4	.4
On-post family housing	036	3.3	2.8	3.0	.8	0
In-service academic education	037	.1	1.8	.8	3.0	4.3
Reduction in benefits on retirement	042	1.6	5.7	.6	1.6	.6
Travel benefits	043	2.7	4.3	1.8	.8	.3
<u>Work Factors</u>						
Job satisfaction	041	.3	1.8	1.0	3.4	3.4
Evaluation and promotion procedures	044	0	2.7	.6	3.7	3.0
Work hours	046	.1	1.3	4.4	2.1	2.0
Work conditions	047	3.4	3.0	.3	2.6	.7
Training for job	058	.3	2.0	.7	1.8	5.1
Training for growth	039	.1	1.3	.6	2.7	5.3
MOS and job assignment	061	0	1.7	1.0	4.3	3.0
Relations with civilian employees	063	0	1.3	3.4	4.7	.6
Inefficiency	065	0	1.3	1.3	4.0	3.4
Details and extra duty	097	.6	.7	1.3	4.7	2.7
<u>Military Life</u>						
Regimentation and red tape	081	0	.8	1.1	5.1	2.8
Customs and traditions	084	0	.4	2.3	5.7	1.6
Recreation	072	.7	.6	6.1	1.3	1.3
Leaves and passes	073	0	.4	5.0	2.3	2.3
Social pressures	075	0	.4	5.0	2.4	2.1
Family separation	077	0	1.8	5.1	2.4	.6
Military/civilian relationship	085	.1	1.1	4.0	3.3	1.4
Parade and ceremonies	094	0	.6	2.0	4.1	3.3
Military justice, punishment, corrections	087	.3	2.0	1.1	4.6	2.0
Local procedures and systems	091	.3	1.1	3.3	2.6	2.7
Assignment to duty station	093	0	2.6	3.8	2.4	1.3
Permissiveness	098	0	.8	2.4	4.7	2.0
Selection criteria	099	.1	.8	1.4	4.7	2.8
Liberalization, Army policies and missions	086	.3	1.0	1.7	2.0	5.0
<u>Human Values</u>						
Personal identity	111	0	.4	2.4	4.6	2.4
Discrimination (race, sex, religion, etc)	112	0	1.1	4.0	3.6	1.1
Personal restrictions	101	0	.3	2.7	3.8	3.1
Patriotism, pride in service	122	0	1.1	2.4	4.1	2.3
Volunteer Army/draft modifications	121	0	1.6	1.4	3.8	3.1
Integrity of personnel	113	0	1.7	1.4	5.3	1.6
Attitude toward superiors	118	.1	1.4	2.1	5.0	1.3
Interpersonal communications	117	.1	.7	4.3	4.0	.8
Standards for personal appearance	119	.6	.1	2.4	4.8	2.0
Harassment	124	0	.6	2.3	5.6	1.6
Personal attitude to military mission	125	.1	1.1	.6	4.6	3.6
Attitude toward combat duty	126	.7	1.7	.7	4.7	2.1
Assistance with personal problems	128	.3	2.7	2.7	3.0	1.3

Work. Only relatively few lower ranking enlisted men feel that their work is satisfying. On the contrary, they feel that they are misplaced, underpaid, and poorly led, often by people who are intellectually their inferiors; that they are subjected to harassment in the form of unnecessary inspections, make-work assignments, trivial details, and too harsh punishments; and that they are caught in an uncompromising system within which they have no recourse to higher authority. There is seldom any reference to taking grievances to the IG, to the chaplain, or to the company commander.

Those soldiers who are members of a minority group, especially Negroes, have the added complaint that they are given unfair, discriminatory treatment.

Family. Rarely does the E1-E4 feel satisfied in the Army if he is married and is attempting to maintain a family with him. The lower ranking enlisted man feels that the Army has little concern for his family — that concern is only for the family of the officer. Officers and enlisted men alike complain about medical care and about the way enlisted men's families are treated in trying to obtain medical service. The long working hours are detrimental to family life. The short notice in reassignments is similarly so. Whether a man is married or not, separation from family is often a problem (although some young men find that they are getting along better with their parents when they are in the Army than before). Many suggestions were made that all should get the same benefits whether married or not.

Friendships. By and large, lower ranking enlisted men find they make friends in service although there often is complaint by college-trained men that they don't find the company that they would like. Some

men explain their Army friendships on the basis of "misery loves company," that sharing of hardship draws them together. Comments are often made that there is insufficient opportunity for meeting girls. A proposed solution offered by some is that there be more WACs in the service, and that EM quarters be coed. (In line with the trend in college housing, this seems not to be unreasonable.)

Personal Development. A small proportion of the respondents feel that the Army has served as a proving ground for their personal development, but by and large the lower ranking enlisted men feel that their period of Army service is a period of waste so far as their self-development is concerned. They express interest in continued academic education while in service, and perhaps as the Modern Volunteer Army experiment is progressing, it can be demonstrated that time can be made available for academic schooling as a part of the military day. The principal gain that men see to their self-development is a widening of their experience in terms of things done, people met, views exchanged. They do not see skills learned or knowledge gained as contributing significantly to their self-development goal. The principal concern to the individual is that he does not have control over his life in terms of freedom of expression or freedom to make decisions about himself.

Economic Security. Unless an individual has come from a very deprived environment, he has had some kind of work experience in the civilian world and fancies or knows that he can make much more money as a civilian than he can as a soldier in the lower ranks. It seems evident that most do not take into account the benefits of housing, food, medical care, and the after-service benefits that will accrue to them.

Comfort and Pleasure. More suggestions were received in this survey than in the one conducted in June 1970 as part of RAC-TP-410, related to individuality in quarters, to a need for greater privacy, to good food, and attractive surroundings. Many suggested that enlisted men be allowed to draw rations and quarters allowance whether or not they were ordinarily required to live on post or had a family. With rare exceptions, the lower ranking enlisted men feel that there are too many regulations imposed on their life styles, and that the older NCOs especially are stubborn and offensive in imposing an Army style or an outmoded standard of appearance upon them.

Comment. It should be noted again that these are the opinions of all the E1-E4 respondents. The more strident, the more discontent, perhaps the more dissident come through the loudest. These opinions should be evaluated in terms of the civilian manpower pool and the numbers of men needed in the Army, and then in terms of who should be attracted to the Army, who should be retained in the Army, who should be satisfied in an Army environment.

#### Additional Data in Appendix B

Some of the background information collected as a part of the study was not worked into this part of the analysis. It is information, nevertheless, that may be of interest and use to some readers. This material can be found in App B.

The additional information found there concerns value measures as related to:

- |                              |   |
|------------------------------|---|
| - Component                  | - Component, and education level of parents |
| - Sex                        | - Room of one's own while growing up        |
| - Marital status             | - Size of community in which reared         |
| - Occupation of parents      | - Region of US in which reared              |
| - Education level of parents |   |



#### Summary of Analysis of Military Sample

1. Concern for the happiness and security of the family is most important, on the average, to all respondents — across grade levels, educational levels, and age, or any other way the data were analyzed.

2. Personal development, which includes self-respect, a measure of personal freedom, and a sense of a life perspective and goal achievement, is of critical concern to all grade levels, but especially to the younger persons in the Army.

3. Except for values related to family, the age of the respondents has a greater influence upon value differences than any of the other variables considered.

4. Friendships and personal comfort rank generally low in importance for all respondents, although the younger persons value friendships more highly.

5. Satisfying work becomes increasingly important with age and position, and for the middle-aged member of the Army assumes almost the same importance as family.

6. The young soldier whose attitudes toward reenlistment is favorable appears to be specially motivated by satisfying work and expectation of personal growth.

## ESTIMATION OF MILITARY/CIVILIAN VALUE DIFFERENCES

### Rationale

The main purpose of this study is to determine value differences between members of military institutions and those of civilian society. The present military sample contains persons in uniform who may not necessarily hold to a military value framework. Many, both officers and enlisted, are in service by reason of law, and they may indeed be civilians at heart. Unfortunately the military survey instrument did not ask a question directly related to this.

It was reasoned that if the military oriented servicemen could be distinguished, the characteristics and values of such persons could be contrasted with those not military oriented. In a sense, the values of the long-time members of the institution, such as the field grade officers and NCOs, represent the values of the institution. But this portion of the sample does not include the age group in which there is special interest. Some other means of isolating the military oriented was necessary.

The technique used was to sort the military oriented servicemen out of the total sample by the way in which they had responded to Part E of the instrument — specifically, responses to the following items, all principally self-esteem and self-actualization items:

- 5 - Opportunity to serve the country
- 8 - Opportunity to find beauty in life
- 13 - Doing important work
- 16 - Ability to make a better world
- 27 - Make the most of myself.

The total sample of 1360 respondents was sorted in this manner. Anyone who indicated that any one or more of these five values was important to him, and who also said that it could be better satisfied in the Army, was chosen as representative of the military value system, i.e., were military oriented. Then all those persons who selected one or more of these same items as being important, but said that it could be better satisfied in civilian life, were chosen as being representative of the civilian system, i.e., were civilian oriented. This resulted in a military-oriented sample of 228 persons and a civilian-oriented sample of 413. Those not selected either had not indicated one or more of them to be important, or were indifferent as to in what environment it could be better satisfied. By excluding the indifferent respondents, one tends to exaggerate the differences between the two groups selected.

#### Background and Value Differences

The background characteristics of the two groups, by grade level, are shown in Table 26. It is seen that 49, or about 8 percent of the E1-E4's, 24 percent of the E5-E9's, 15 percent of the O1-O3's, and 36 percent of the O4-O6's are in the military oriented group. Among the E1-E4's, 78 percent of the military oriented were RA, as contrasted with 37 percent of the civilian oriented. Other salient points, with special attention to the military oriented E1-E4 portion of the sample — since it is the grade category of youthful age — is that they have less education and come from lower socioeconomic levels.

Differences of the two groups in response to value questions are shown in Table 27 and Fig. 13. It is seen that the military oriented express greater satisfaction for all questions. The Satisfaction Indexes indicate that for all except Friendships, military-oriented persons

Table 26

BACKGROUND CHARACTERISTICS OF MILITARY AND CIVILIAN-ORIENTED RESPONDENTS  
(by Grade)

Class and Detail of Information	Military-Oriented				Civilian-Oriented			
	E1-E4	E5-E9	O1-O3	O4-O6	E1-E4	E5-E9	O1-O3	O4-O6
N =	49	60	34	85	264	52	71	26
	%	%	%	%	%	%	%	%
<u>Component</u>								
RA	78	100	26	67	37	81	14	58
AUS	20	--	50	20	58	19	33	15
NG	2	--	--	--	4	--	--	4
Reserve	--	--	24	13	1	--	48	23
<u>Years of Active Army Service</u>								
0-3	85	7	35	--	97	63	87	12
4-6	11	7	29	2	3	10	6	8
7-9	4	15	12	13	--	6	1	12
10-12	--	28	3	15	--	--	--	23
13-15	--	8	3	12	--	4	3	12
16-18	--	17	3	22	--	10	2	19
19-21	--	10	3	11	--	2	1	8
22-24	--	5	6	7	--	4	--	4
25-27	--	2	3	6	--	2	--	--
28-30	--	1	3	12	--	--	--	3
<u>Age</u>								
17-21	75	2	6	--	49	27	1	--
22-26	21	18	44	--	50	44	80	--
27-31	4	28	23	6	1	8	13	19
32-36	--	20	12	31	--	8	4	35
37-41	--	23	6	32	--	8	1	23
42-46	--	7	3	14	--	3	--	15
47-51	--	--	3	10	--	2	--	4
52-56	--	2	3	7	--	--	--	4
57-61	--	--	--	--	--	--	--	--
<u>Grouping by Arms</u>								
Combat	62	36	60	60	45	33	38	58
Combat support	18	29	18	12	18	27	31	--
Combat service support	20	35	20	28	34	37	31	42
<u>Education Level</u>								
Grade school/some high school	33	4	--	1	8	2	--	--
High school graduate	44	78	12	--	26	36	6	--
Some college	19	18	44	22	33	36	14	19
College graduate	4	--	32	46	24	17	48	35
Postgraduate study	--	--	12	31	10	8	32	46
<u>Sex</u>								
Male	94	98	100	98	98	100	96	92
Female	6	2	--	2	2	--	4	8
<u>Marital Status</u>								
Single	63	12	35	2	65	31	41	15
Married	31	80	65	90	31	65	56	69
Separated	2	3	--	4	1	--	--	4
Divorced	4	5	--	4	3	4	3	12
Widowed	--	--	--	--	--	--	--	--
<u>Number of Children</u>								
0	77	20	47	6	74	56	75	27
1, 2	18	47	29	42	14	27	17	31
3, 4	--	27	15	38	--	8	1	42
5, 6, 7, or 8	5	6	9	14	12	2	1	--

Table 26 (continued)

Class and Detail of Information	Military-Oriented				Civilian-Oriented			
	E1-E4	E5-E9	O1-O3	O4-O6	E1-E4	E5-E9	O1-O3	O4-O6
	%	%	%	%	%	%	%	%
<u>Occupation of Parent Providing Most Income</u>								
Blue collar	55	65	29	31	39	41	18	38
White collar	32	12	46	51	48	44	60	42
Farm	6	15	11	13	6	8	5	8
Military	6	3	11	5	4	5	17	12
<u>Parent Having More Education</u>								
Father	40	32	42	42	46	43	44	46
Mother	47	51	48	43	36	43	36	42
Equal	13	17	9	15	18	14	20	12
<u>Education Level of Parent</u>								
Grade school	13	35	18	22	8	22	4	15
High school	49	49	36	45	46	31	29	27
Some college	20	7	36	16	21	29	26	31
College graduate	11	7	3	8	15	12	23	15
Postgraduate study	4	--	6	9	8	6	17	12
<u>Family Income when 16 yrs old (approx)</u>								
Under \$3,000	17	29	12	20	8	10	--	4
3,000 - 5,000	12	29	35	25	8	23	6	19
5,000 - 7,500	23	22	18	30	19	14	16	46
7,500 - 10,000	21	12	12	13	30	20	29	19
10,000 - 15,000	23	7	12	7	20	22	23	8
15,000 - 25,000	4	2	12	4	9	6	12	4
25,000 and over	--	--	--	1	7	6	14	--
<u>Marital Situation of Parents</u>								
Widowed	9	8	6	10	6	6	7	4
Divorced	15	10	24	6	8	16	6	--
Separated	8	7	3	3	5	4	--	--
Widowed and remarried	4	7	6	3	1	--	3	4
No change in status	55	65	62	76	72	71	80	88
<u>Number of Brothers and Sisters</u>								
0	4	8	12	15	6	11	11	27
1, 2	51	30	44	53	45	48	55	42
3, 4	16	32	15	14	24	23	22	27
5, 6, 7	16	18	15	11	16	12	10	4
8 or more	12	12	15	7	8	6	1	--
<u>Room of One's Own</u>								
Yes	45	37	50	46	56	63	71	65
No	51	63	50	54	44	37	29	35
<u>Religious Background</u>								
Protestant	59	77	79	74	56	80	61	69
Roman Catholic	33	20	15	23	33	14	29	23
Jewish	--	--	--	2	2	--	4	4
Other	4	2	3	1	4	--	3	--
None	4	2	3	--	6	6	3	4
<u>Race</u>								
White	83	70	100	90	91	92	97	92
Black	10	27	--	6	7	6	3	--
Oriental/American Indian	4	3	--	4	2	2	--	8

Table 26 (continued)

Class and Detail of Information	Military-Oriented				Civilian-Oriented			
	E1-E4	E5-F9	O1-O3	O4-O6	E1-E4	E5-E9	O1-O3	O4-O6
	%	%	%	%	%	%	%	%
<u>National Origin</u>								
Northern, Western Europe	14	18	44	30	22	17	28	31
Southern Europe	--	2	--	1	3	--	4	--
Eastern Europe/Slavic	2	--	6	2	4	2	3	8
Mediterranean/Middle East	--	--	--	--	--	2	--	--
Caribbean, Central America	6	3	--	1	2	--	--	--
South America	--	--	--	--	--	--	--	--
Africa	6	25	--	6	6	6	2	--
Asia	2	2	--	2	2	--	--	4
"American," Canada	39	32	41	39	32	42	46	42
<u>Did Family Move Frequently</u>								
Yes	33	24	24	13	18	18	27	27
No	67	76	76	87	82	82	73	73
<u>Region of US in Which Reared</u>								
New England	--	4	3	4	5	--	9	5
Middle Atlantic	6	11	20	18	13	12	23	5
East North Central	31	11	20	16	24	10	9	20
West North Central	5	6	7	11	8	16	5	15
South Atlantic	25	24	13	16	12	16	19	10
East South Central	3	20	7	4	3	6	4	20
West South Central	22	13	20	20	12	8	12	15
Mountain	8	4	--	7	5	6	4	5
Pacific	--	9	10	4	18	24	10	5
<u>Size of Community in Which Reared</u>								
Farm	8	22	24	16	11	8	6	15
Small town	37	33	47	40	32	43	40	42
Suburb	18	18	12	14	20	20	21	12
City	37	27	18	30	37	29	33	31
<u>Civilian Job</u>								
Blue collar	60	45	18	13	29	31	--	15
White collar	17	11	24	36	35	23	47	31
Farm	2	5	3	4	2	2	3	--
Part-time, student	4	5	12	8	11	8	10	19
None	17	34	44	39	23	35	40	35

NOTE: Classes of information may not total to 100% owing to nonresponse in some categories.

Table 27

PRESENT (Part B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND  
MEAN IMPORTANCE RANK<sup>b</sup> ATTACHED TO SIX MAJOR VALUE CATEGORIES

(by Military/Civilian Oriented)

Value Category	Military Oriented			Civilian Oriented		
	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI
Work	5.2	2.7	1.93	3.3	3.7	.89 -
Family	5.9	2.2	2.68	5.5	2.3	2.39
Friendships	5.4	4.6	1.17	4.9	3.9	1.26
Personal Development	5.3	3.1	1.71	4.0	2.6	1.54
Economic Security	4.9	3.2	1.53	2.8	3.8	.74 -
Comfort and Pleasure	5.1	5.0	1.02	3.4	4.4	.77 -
Means	5.30		1.67	3.98		1.26
N		228			413	

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

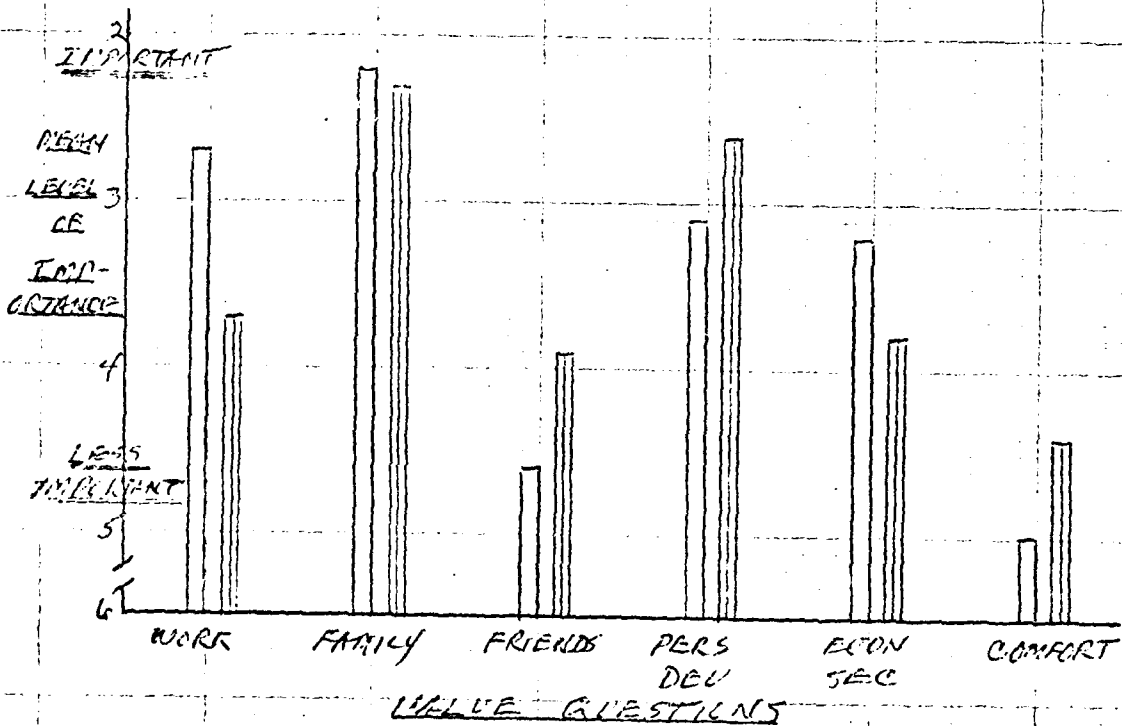
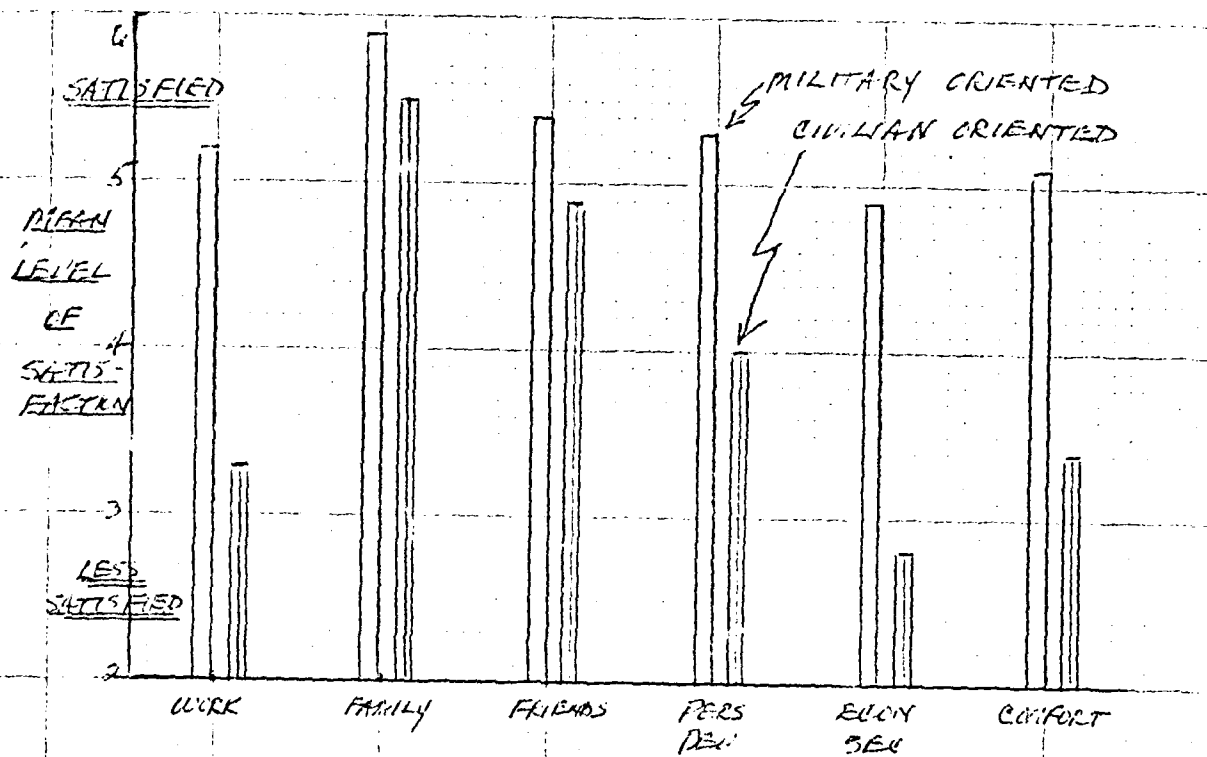


FIG. 13 MEAN SATISFACTION AND IMPORTANCE LEVELS FOR MILITARY OR CIVILIAN ORIENTED IN MILITARY SAMPLE.



are deriving greater satisfaction from their military life, which would be expected. The most marked differences are seen in the greater satisfaction derived from Work, and for Economic Security in the Army environment.

When importance is considered, the military-oriented and civilian-oriented are seen to attach equal importance to Family; the military-oriented attach much greater importance to Work and to Economic Security, but less importance to Friendships, Personal Development, and to Comfort and Pleasure.

When the E1-E4's are selected out for comparison (Fig. 14), generally the same picture is seen, but with satisfaction levels lower, except for Family. Much less satisfaction is derived from Work, and less from Economic Security for the military-oriented. The civilian-oriented values do not differ appreciably from those of the total sample. The E1-E4's, on the other hand, do not differ appreciably in the importance they attach to Friendships, Personal Development, Economic Security, and Comfort and Pleasure. They attach significantly greater importance to Work than do the civilian oriented.

The relative need levels of the E1-E4's in the military- and civilian-oriented subsamples are shown in Fig. 14a. It is shown that:

the military- and civilian-oriented alike express greatest concern for self-actualization needs; both groups attach relatively less importance to physiological needs; the military-oriented youth in the military indicate all needs generally satisfied, with perhaps social needs more so, and physiological and security needs less well satisfied. In contrast, the civilian-oriented youth in the Army find their

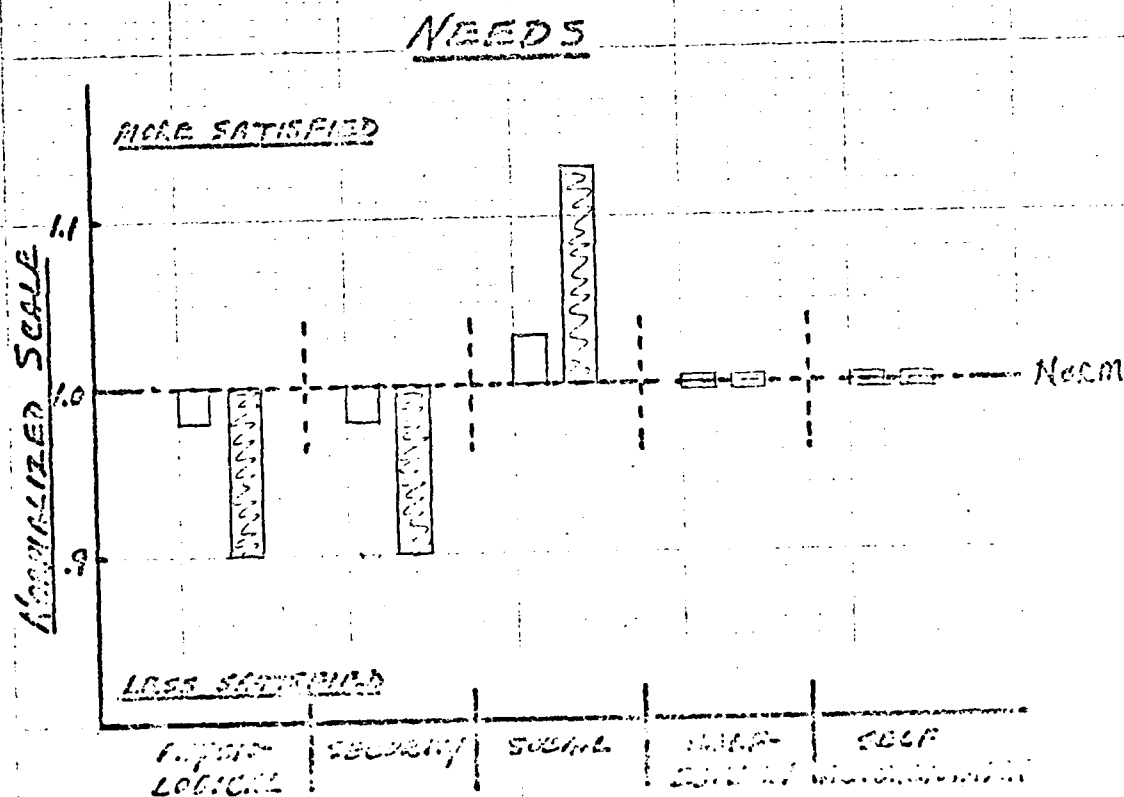
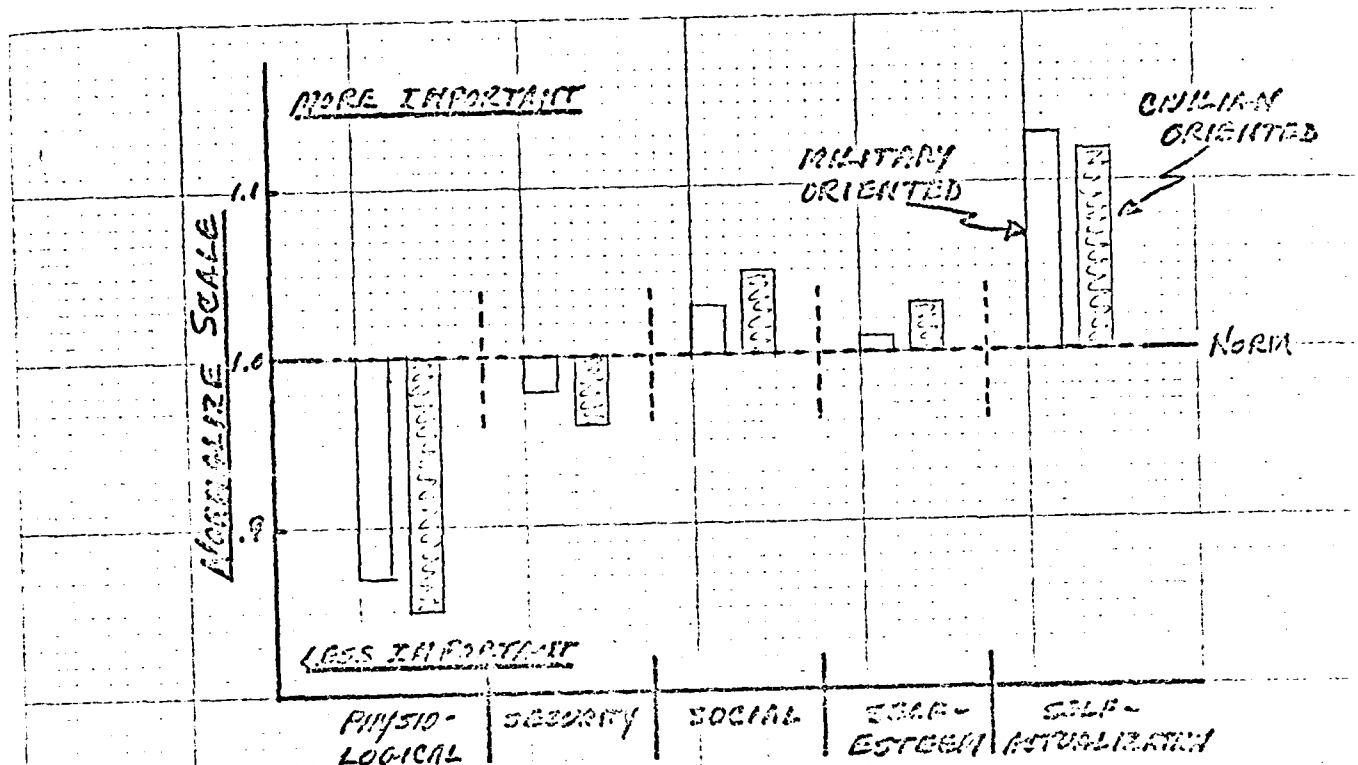


FIG 14a-IMPORTANCE AND SATISFACTION OF NEEDS OF MILITARY-OR CIVILIAN-ORIENTED E1-E4s

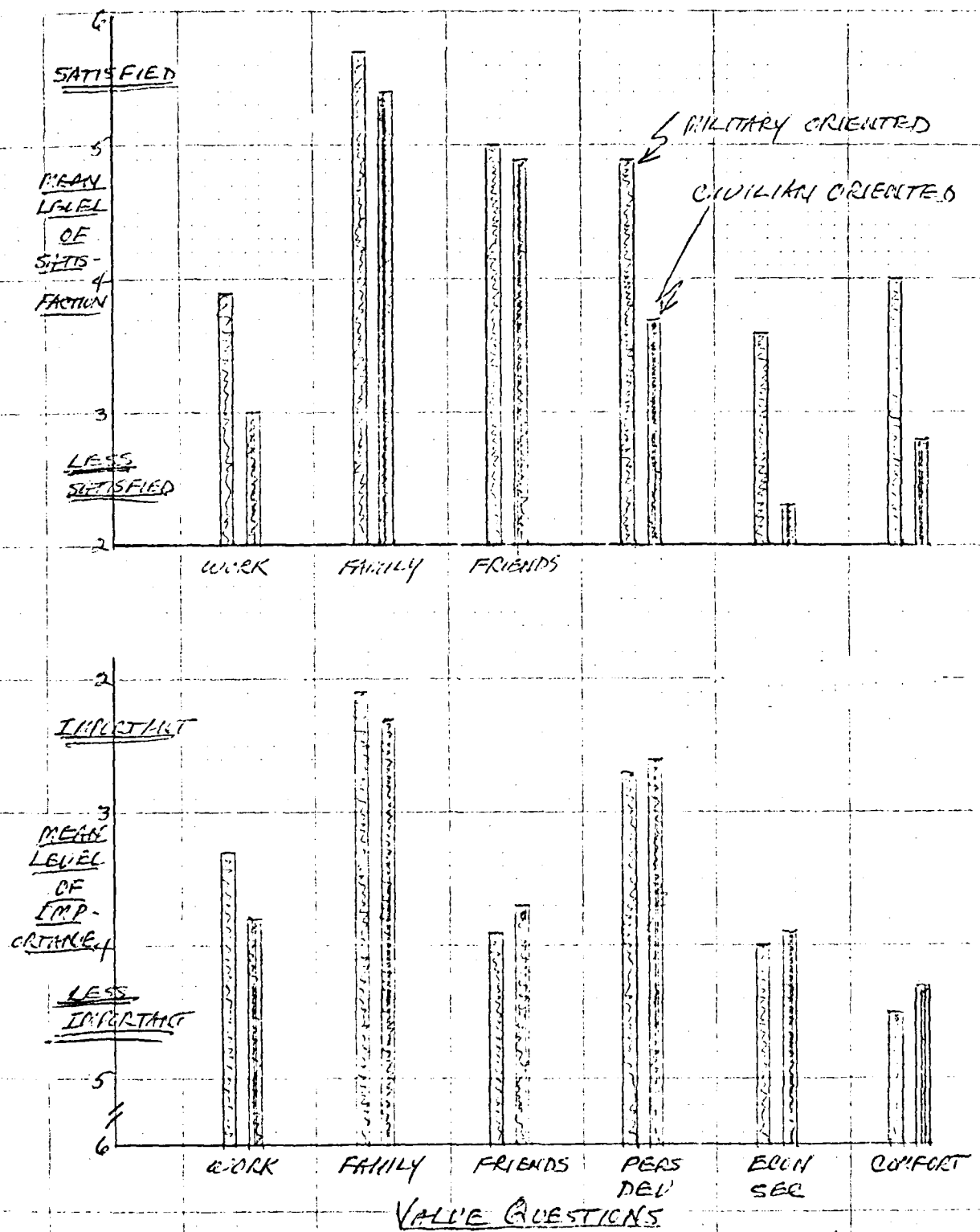


FIG 14. MEAN SATISFACTION AND IMPORTANCE VALUES FOR MILITARY OR CIVILIAN ORIENTED IN MILITARY SAMPLE (E1-E45)

Table 28

RESPONSES OF MILITARY AND CIVILIAN ORIENTED SAMPLES (Part E)  
(by Grade Level)

Value Category	Military Oriented								Civilian Oriented							
	E1-E4		E5-E9		O1-O3		O4-O6		E1-E4		E5-E9		O1-O3		O4-O6	
	Rank	Scale	Rank	Scale	Rank	Scale	Rank	Scale	Rank	Scale	Rank	Scale	Rank	Scale	Rank	Scale
1. Travel & new experiences	19	3.0	12.5	1.6	16	1.8	10	1.5	21.5	4.7	24.5	3.7	14	3.3	19	2.8
2. Training for greater responsibility	8	3.0	9.5	2.8	7	2.9	13	2.4	26	5.9	20	5.5	21.5	5.0	22.5	4.2
3. Opportunity for education	8	3.1	9.5	2.9	10.5	3.3	18	2.6	9	6.0	6	5.6	12	5.7	11	4.7
4. Health care	10	3.3	6	1.7	18	1.9	11.5	1.9	21.5	4.2	20	3.3	24.5	3.3	10	3.3
5. Opportunity to serve the country	2	1.3	2	1.3	1.5	1.5	2	1.4	20	4.3	20.5	5.7	20.5	4.6	20.5	4.7
6. Job security	13.5	3.7	4.5	1.3	10.5	2.1	7.5	2.3	15	4.5	13.5	3.9	17.5	3.6	11	4.1
7. Satisfaction with work	11	4.8	14.5	3.2	7	3.0	5	2.5	5.5	6.6	4	6.2	1.5	6.2	3	5.2
8. Opportunity to find beauty in life	16.5	5.0	25.5	4.0	23.5	4.0	30	3.8	5.5	6.7	11.5	6.3	15.5	6.0	11.5	5.1
9. Satisfaction with salary	21.5	2.1	23.5	3.6	20	3.5	10.5	3.3	12	5.7	16	5.5	10.5	5.2	11.5	4.5
10. Promotion opportunity	30	4.6	25.5	3.5	27	3.3	28	3.3	27.5	6.1	20	5.4	20.5	4.8	20	4.3
11. Free time	3	5.0	25.5	3.7	20.5	4.6	24	4.3	23	6.7	24.5	5.3	22.5	4.5	21	4.7
12. Happy family life	1	5.4	4.5	3.7	1.5	3.9	1	3.8	1	6.5	1	6.0	3	5.7	1	5.1
13. Satisfying home work	5	3.3	15.5	2.6	9	2.6	7.5	2.4	16	6.2	7	6.0	8	5.9	11.5	4.7
14. Satisfying family	3	4.0	1	1.2	3.5	2.2	3	2.8	7	5.7	8	4.8	7	4.5	5	4.4
15. Ability to plan future	13.5	4.5	12.5	3.6	21	4.0	24	3.9	14	6.4	11.5	6.1	10.5	6.0	10.5	5.7
16. Ability to make a better world	4	2.9	11	2.8	12	2.9	14.5	3.0	13	6.0	20	5.3	13	5.1	12.5	5.2
17. Treated like a person	11	5.4	22	3.9	23.5	3.9	28	3.7	8	6.6	9.5	6.2	14.5	5.9	20.5	5.2
18. Satisfying income	11	5.1	3	3.7	5	3.6	9	3.9	10	6.5	13.5	5.7	5.5	5.4	6.5	5.3
19. Satisfying life	28.5	5.3	21	3.6	27	4.1	21	4.1	17	6.5	15	5.5	15.5	5.4	25.5	5.4
20. Satisfaction	27	4.4	23.5	2.6	13	2.3	19.5	2.0	25	6.0	24.5	4.9	21.5	5.0	22.5	5.1
21. Good working conditions	25	4.7	18.5	3.6	24.5	4.5	26	4.1	24	6.3	24.5	5.8	23	5.3	10	5.3
22. Good food and housing	25	3.4	14.5	3.4	18	3.1	16.5	2.9	30	6.0	27	5.3	20.5	5.3	8	4.5
23. Treated fairly under the law	11.5	5.1	23	3.8	23.5	3.2	22	3.2	12.5	5.7	23.5	5.3	24.5	4.8	25.5	4.5
24. Personal freedom and control	10	5.1	21.5	4.6	23.5	4.4	28	4.4	3	6.6	2.5	6.2	4	6.2	1	5.7
25. Good supervision	10	4.0	30	3.3	18	3.2	14.5	3.1	20	5.5	20	5.2	17.5	5.0	10	4.2
26. Good people and wisdom	21.5	3.9	11.5	2.4	14.5	3.2	16.5	3.1	11	6.0	17	5.4	9	5.7	15	4.5
27. Good self of myself	6	3.9	7	2.8	7	3.0	6	2.7	2	6.6	2.5	6.3	1.5	6.5	2	5.2
28. Good ability	28.5	4.1	14.5	2.9	14.5	3.1	11.5	2.9	18.5	6.3	9.5	6.0	15.5	5.9	10	5.2
29. Good relations	25	3.3	16	2.5	27	2.6	24	2.2	27.5	4.7	30	4.6	30	4.4	20	4.5
30. Good self	8	3.5	8	3.0	3.5	3.1	4	2.3	3	6.0	5	5.5	5.5	5.4	4	4.5
Mean		4.12		3.04		3.15		3.01		5.92		5.37		5.19		4.64
N		49		60		34		85		264		52		71		26

physiological and security needs relatively unsatisfied, and their social needs relatively well satisfied.

Table 28 shows responses, by grade level, for Part E. (Table B21 in App B shows rankings in terms of proportions, so more precise statistical tests are possible.) In examining responses to Part E, however, emphasis will be on the E1-E4 responses, since they are generally representative of the total, and there is likely to be greater interest in the long run in this portion of the sample. In Fig. 15 are plotted the responses for the E1-E4's military- and civilian-oriented. In this figure, value items again have been arranged in order of their general loadings on the need hierarchy — items related to physiological needs at the top, shading into security needs, then into social needs, and from about "have self-respect" on down, into self-esteem and self-actualization needs (refer to Table 4). Noting the irregular profiles on the right of the figure, two things are apparent: (a) the military-oriented responses shift gradually to show greater satisfaction of the self-esteem and self-actualization values in the Army environment, and (b) there becomes a wider separation of the two profiles as they come into the bottom half of the figure. This illustrates some aspects of the attractiveness of the military environment to those who respond in the fashion shown in Fig. 15.

The statistically significant more important ranks of a pair have been circled. The military-oriented consider the following as more important than do the civilian-oriented:

- Having respect of others (15 to 20)\*
- Opportunity to serve country (2 to 29)
- Ability to make a better world (4 to 13)
- Doing important work (5 to 16)
- Having good leaders (25 to 30)
- Ability to make a better world (4 to 13)
- Training for greater responsibility (8 to 26)

The military-oriented consider these goals to be less important than do the civilian-oriented:

- Comfortable life (28 to 17)
- Satisfying friendships (21 to 12)
- Happy family (1 to 1)\*\*
- Need for self-respect (8 to 3)
- Being treated like a person (11 to 8)
- Satisfying work (11 to 5)
- Acquiring knowledge and wisdom (21 to 11)
- Making the most of self (6 to 2)
- Opportunity to find beauty in life (16 to 5)
- Personal freedom and control (14 to 4)

The most significant among these differences are opportunity to serve the country, having personal freedom and control, making the most of one's self, having self-respect, training for greater responsibility, and having the opportunity to find the beauty in life. All of these

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\*Figures in parentheses are military-oriented versus civilian-oriented rank orders, respectively.

\*\*This apparent anomaly is correctly stated; while both rank a happy family as first in importance among the 30 goals, the proportion choosing this is significantly higher for the civilian-oriented.

are self-esteem and self-actualization; they are divided between the military- and civilian-oriented — the group seek their self-esteem and self-actualization in different ways. For the military-oriented, they center on service to the nation and on achieving respect of others through such service; the military institution is expected to provide the necessary leadership and training. For the civilian-oriented, the emphasis is on the individual and his freedom to find his own way toward a fulfilling life.

Importance Rank

MIL. CRIENT CIV. CRIENT

Best Satisfied:

In Army Either One As Civilian

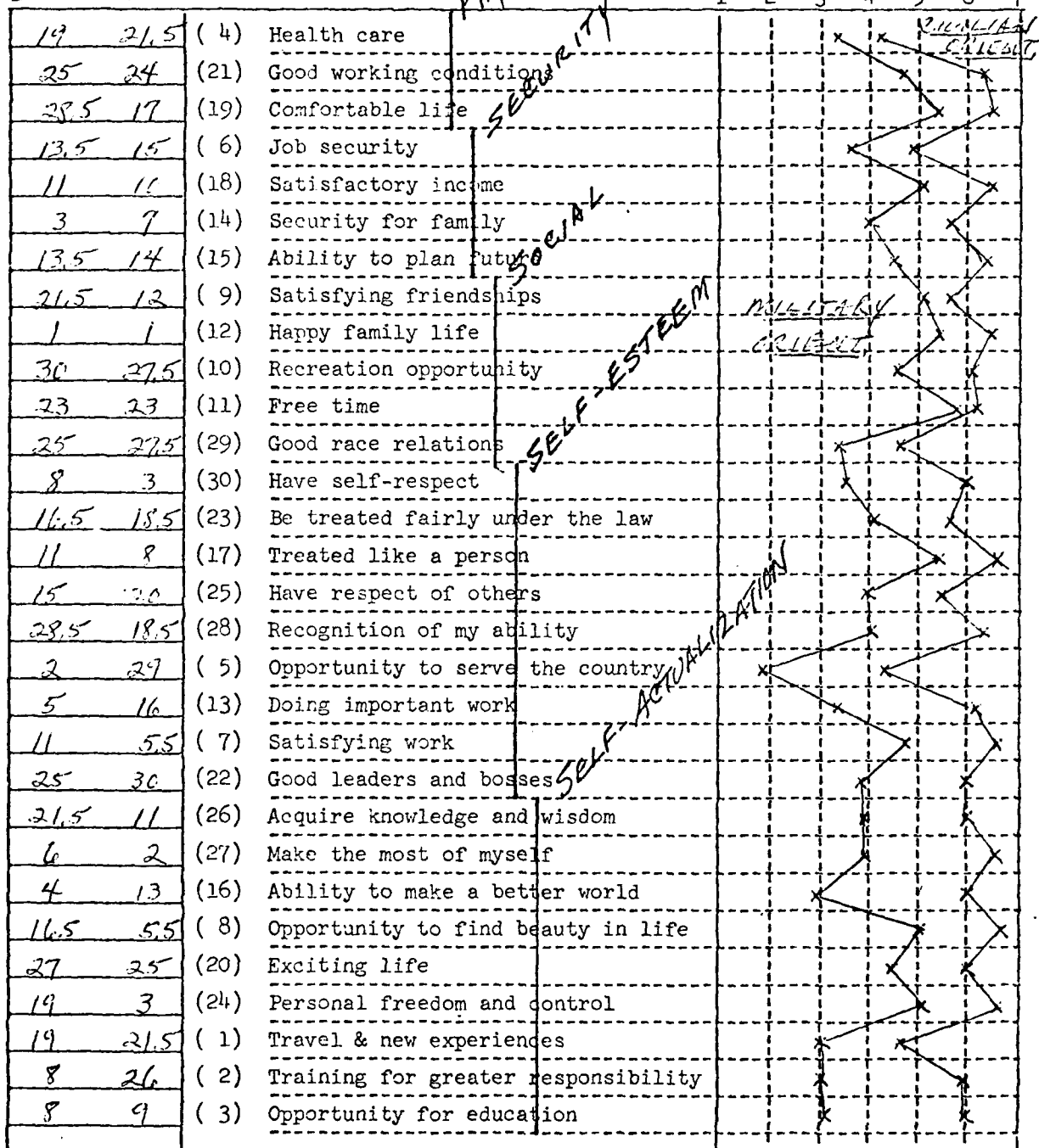


FIG 15. MILITARY/CIVILIAN ORIENTATION RESPONSES TO PART E VALUE ITEMS. (E1-E45)



### Suggestions for Change

Values of the military oriented may also be inferred from suggestions made for changes in the Army. The suggestions for change made by the military and civilian oriented are shown in Table 29. Attention again will be focused on the E1-E4's. Those suggestions made most frequently by the military and civilian oriented are listed below:

	Military Oriented		Civilian Oriented	
	R/R*	Rank	R/R*	Rank
Increase pay	.31	1	.60	1
Improve on-post living conditions	.29	2	.31	3
Improve MOS and job assignment	.16	3	.26	5
Maintain personal identity	.14	5	.33	2
Reduce personal restrictions	.14	5	.28	4
Improve evaluation and promotion procedures	.14	5	.16	8
Improve assignment to duty station	.12	8	.12	9.5
More leaves and passes	.12	8	.11	11
Improve food and food handling	.12	8	.10	12
Reduce harassment	.08	10.5	.19	7
Improve communication between grades	.08	10.5	.12	9.5

\*Responses per respondent

It is seen that increased pay, while most important for the military oriented, is mentioned twice as frequently by the civilian oriented. On-post living conditions are important to both. MOS and job assignment is important to the military oriented, but significantly more so to the civilian oriented; similarly, maintenance of personal identity and reduction of personal restrictions.

Table 29

SUGGESTIONS ( per Respondent) FOR IMPROVEMENT IN THE ARMY  
BY MILITARILY ORIENTED AND CIVILIAN ORIENTED SEGMENTS OF THE SAMPLE

Category and Detail of Suggestion	Code Number	Militarily Oriented					Civilian Oriented				
		E1-E4	E5-E9	O1-O3	O4-O6	Total	E1-E4	E5-E9	O1-O3	O4-O6	Total
	(N)	40	60	34	85	228	264	52	71	26	413
<u>Physical Comfort and Convenience</u>											
On-post living conditions	011	.29	.27	.18	.24	.23	.31	.15	.14	.15	.25
Military clothing	013	.02	.02	.00	.01	.01	.00	.00	.00	.00	.00
Food	015	.12	.05	.00	.00	.04	.10	.04	.00	.00	.07
Total		.43	.33	.18	.25	.30	.41	.19	.14	.15	.32
<u>Economic Factors</u>											
Pay	021	.31	.47	.74	.60	.52	.60	.44	.54	.54	.56
Pay frequency	022	.02	.02	.00	.00	.01	.01	.00	.00	.00	.01
Bonus	023	.00	.07	.03	.01	.03	.01	.02	.01	.00	.01
IX and commissary	025	.00	.05	.03	.06	.04	.00	.00	.06	.00	.01
Allowances, benefits (general)	026	.00	.03	.03	.07	.04	.02	.02	.00	.15	.02
Security	027	.00	.00	.00	.01	.00	.01	.00	.00	.00	.01
Health care for respondent	028	.02	.07	.00	.01	.03	.00	.00	.04	.04	.01
Health care for dependents	029	.00	.03	.03	.14	.07	.00	.00	.00	.12	.01
On-post family housing	036	.04	.03	.15	.26	.14	.02	.19	.03	.15	.05
In-service academic education	037	.02	.03	.06	.09	.06	.03	.02	.06	.19	.04
Reduction in benefits on retirement	042	.00	.00	.00	.01	.00	.00	.00	.00	.00	.00
Travel benefits	043	.00	.02	.00	.01	.01	.00	.00	.00	.00	.00
Total		.41	.82	1.06	1.28	.94	.71	.69	.73	1.19	.74
<u>Work Factors</u>											
Job satisfaction	041	.00	.03	.00	.00	.01	.02	.00	.06	.04	.02
Evaluation and promotion procedures	044	.14	.15	.06	.25	.17	.16	.23	.22	.31	.19
Work hours	046	.04	.18	.15	.10	.12	.09	.10	.04	.08	.08
Work conditions	047	.02	.03	.06	.05	.04	.07	.06	.04	.08	.06
Training for job	058	.00	.02	.09	.04	.03	.02	.04	.00	.00	.02
Training for growth	039	.06	.05	.00	.08	.06	.01	.04	.07	.00	.02
MOS and job assignment	061	.16	.12	.21	.14	.15	.26	.17	.35	.15	.26
Relations with civilian employees	063	.00	.03	.03	.01	.02	.00	.02	.01	.00	.01
Inefficiency	065	.02	.00	.06	.04	.03	.05	.08	.14	.08	.07
Details and extra duty	097	.06	.05	.06	.07	.06	.08	.10	.18	.08	.10
Total		.51	.66	.70	.77	.68	.76	.82	1.13	.81	.83

Table 29 (continued)

Category and Detail of Suggestion	Code Number	Militarily Oriented					Civilian Oriented				
		E1-E4	E5-E9	O1-O3	O4-O6	Total	E1-E4	E5-E9	O1-O3	O4-O6	Total
<u>Military Life</u>											
Regimentation and red tape	081	.04	.05	.03	.02	.04	.03	.08	.03	.15	.04
Customs and traditions	084	.00	.05	.12	.04	.04	.02	.04	.01	.04	.02
Recreation	072	.02	.00	.00	.02	.01	.01	.02	.01	.04	.01
Leaves and passes	073	.12	.03	.03	.08	.07	.11	.05	.04	.04	.09
Social pressures	075	.00	.00	.06	.01	.01	.00	.00	.01	.00	.00
Family separation	077	.06	.02	.09	.01	.04	.02	.02	.04	.12	.03
Military/civilian relationship	085	.02	.13	.26	.12	.12	.00	.00	.07	.00	.01
Parades and ceremonies	094	.00	.08	.12	.02	.05	.04	.23	.03	.08	.07
Military justice, punishment, corrections	087	.04	.00	.06	.02	.03	.06	.06	.04	.00	.05
Legal procedures and systems	091	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
Assignment to duty station	093	.12	.23	.35	.40	.29	.12	.23	.34	.50	.20
Permissiveness	098	.00	.12	.12	.15	.10	.01	.12	.04	.08	.03
Selection criteria	099	.00	.07	.15	.07	.07	.03	.04	.10	.04	.05
Liberalization, Army policies and missions	086	.02	.02	.03	.18	.08	.05	.06	.07	.04	.06
Total		.45	.80	1.41	1.15	.95	.52	.94	.84	1.12	.67
<u>Human Values</u>											
Personal identity	111	.14	.03	.09	.06	.07	.33	.14	.18	.12	.26
Discrimination (race, sex, religion, etc)	112	.02	.02	.03	.06	.04	.05	.04	.00	.00	.04
Personal restrictions	101	.14	.10	.12	.10	.11	.28	.23	.22	.19	.26
Patriotism, pride in service	122	.06	.00	.00	.04	.03	.02	.00	.03	.00	.02
Volunteer Army/Draft modifications	121	.06	.10	.00	.02	.05	.09	.02	.10	.04	.08
Integrity of personnel	113	.04	.00	.09	.09	.06	.02	.12	.08	.12	.05
Attitude toward superiors	118	.06	.22	.12	.10	.13	.25	.31	.15	.15	.23
Interpersonal communications	117	.08	.05	.09	.05	.06	.12	.08	.14	.15	.12
Standards for personal appearance	119	.00	.02	.00	.00	.00	.09	.08	.10	.08	.09
Harassment	124	.08	.12	.06	.02	.07	.19	.06	.10	.00	.14
Personal attitude to military mission	125	.02	.02	.00	.00	.01	.07	.02	.04	.00	.05
Attitude toward combat duty	126	.00	.00	.00	.00	.00	.01	.00	.00	.00	.00
Assistance with personal problems	128	.02	.02	.00	.00	.01	.00	.00	.00	.00	.00
Total		.74	.68	.59	.55	.63	1.52	1.08	1.15	.85	1.36

While the military oriented are less concerned about the maintenance of personal identity, reducing personal restrictions, about reducing harassment, yet these things do stand as being important for the military oriented. They apparently do not feel so strongly about the changes suggested (at least do not mention them as often) as do the civilian oriented; they appear to be more tolerant of such things in the military system.

Those suggestions for which there are significant differences between the military and civilian oriented groups (all grades) are shown below.

	Military Oriented	Civilian Oriented
	R/R*	R/R
Improve procedures for assignment to duty station	.29	.20
Improve on-post family housing	.14	.05
Improve military/civilian relationships	.12	.01
Reduce permissiveness	.11	.03
Improve health care for dependents	.07	.01
Improve MOS and job assignment	.15	.26
Improve leadership	.13	.23
Reduce personal restrictions	.11	.26
Maintain personal identity	.07	.26
Reduce harassment	.07	.15
Improve communication between grades	.06	.12
Relax standards for personal appearance	-	.09

\*Responses per respondent

Those who favor military life have much more concern than the civilian oriented with respect to assignment to duty station and on-post family housing. They would like to see the Army manage its own affairs without

as much civilian influence; they would like to see greater amity with the civilian community. They are against permissiveness, and would like to see better health care for their dependents.

On the other hand, they are less concerned than the civilian oriented with respect to job assignment, military leadership, reduction of personal restrictions, maintenance of personal identity, harassment, communication across grades, relaxing of personal appearance. In other words, the military oriented do not care to see a more permissive military society. But they would like to have their own living conditions improved.

Suggestions for change in the Army also were examined as expressions of the varying needs of the military- and civilian-oriented in the population. The ten most frequently mentioned suggestions for each of the four grade categories were examined in this context. The need components of suggestions are shown by grade for the two subsamples in Table 29a. The suggestions of the military-oriented appear to bear chiefly on physiological, security, and social needs; self-esteem and self-actualization need components are lower for the military-oriented than they are for the civilian-oriented. That is, the military-oriented express greater interest in Maslow's lower order needs and less interest in higher order needs than do the civilian-oriented. This might be interpreted in two ways: either that the military-oriented persons are seeking as yet ungratified satisfaction of the lower levels in the need hierarchy, or that the military-oriented find the higher order needs sufficiently gratified in the military environment that they can suggest changes which would improve lower order need gratification. The latter explanation seems more plausible, despite Maslow's suggestion that lower order needs are sought before higher ones. This anomaly may be

Table 29a

DISTRIBUTION OF NEED COMPONENTS AMONG MAJOR SUGGESTIONS<sup>a</sup> FOR CHANGE  
(By Grade Level and Military/Civilian Orientation)

Grade	Need Component (%)				
	Physio- logical	Security	Social	Self- Esteem	Self- Actual- ization
<u>Military Oriented</u>					
E1-E4	16	20	21	28	15
E5-E9	11	23	22	30	14
O1-O3	13	25	22	26	13
O4-O6	15	27	20	23	14
Mean	13.75	23.75	21.25	26.75	14.0
<u>Civilian Oriented</u>					
E1-E4	10	20	19	34	16
E5-E9	10	22	19	32	18
O1-O3	7	22	18	33	19
O4-O6	9	26	19	28	18
Mean	9.0	22.5	18.75	31.75	17.75

<sup>a</sup>Top ten suggestions for change made by each grade level within a military or civilian orientation subsample.

reconciled by recalling that self-actualization may include action on behalf of those not yet adequately gratified.

Summary - Military/Civilian Orientation

The military sample of 1360 was separated into two groups, a military-oriented group of 228 and a civilian-oriented group of 413 (plus a third indifferent group not considered in the analysis) on the basis of response to five value items from Part E of the survey instrument. The two groups were then contrasted as to their value preferences. The military oriented tend to have had less education (EM only), and come from a lower socioeconomic background, value more highly the importance of and satisfaction from work and economic security, and to value less friendships and comfort; they value highly opportunity to develop and advance in an ordered system, and do not find the system personally threatening.

From the standpoint of needs, it appears that the military oriented, lower ranking enlisted man has relatively greater requirements with respect to physiological and security needs (including security for his family), and relatively fewer requirements with respect to social,

self-esteem, and self-actualization. He finds the military system better suited to his temperament, to what his system requires for fulfillment. These need requirements are indicated by both the value responses, and confirmed by need loadings on responses suggesting improvements in the Army.

#### VALUE CHARACTERISTICS OF THE AFEEES SAMPLE

In the survey instrument administered at AFEEES stations (App A, Annex 2), a question included among the biographical background questions was one as to whether the respondent would or would not have entered the Armed Forces at this time if there had been no draft — to which he answered yes or no. Some 297 respondents indicated that they would have entered if there had been no draft, leaving 549 who would not. The responses of those who would have entered if there were no draft had been compared with those who would not. In a sense, this distinction is another way of examining the views of the military versus the civilian oriented persons.

#### Background Characteristics

Biographic data for the AFEEES respondents are shown in Table 30. The "would have entered" are younger, have less education, 30 percent were unemployed as contrasted with 15 percent of "would not have entered"; they have a lower socioeconomic background and include a larger proportion of blacks. Referring back to the background characteristics of the E1-E4 portion of the military-oriented sample (Table 26), it is seen that the proportions for the two groups are essentially the same respecting education, socioeconomic factors, size of community in which reared — all of which suggests that there is a considerable commonality among these two subsamples.



Table 30

## AFSES RESPONDENTS:

## BACKGROUND CHARACTERISTICS

(by Would or Would not Have Entered if no Draft)

Class and Detail of Information	Would Have Entered if no Draft	
	Yes (N=227)	No (N=19)
<u>Age</u>		
17-20	83.5	61.7
21 or over	16.5	38.3
<u>Education Level</u>		
Grade School/Some High School	28.5	10.9
High School Graduate	48.8	28.1
Some College	19.7	37.3
College Graduate	3.1	21.1
Postgraduate Study	-	2.6
<u>Current Status</u>		
Full-time High School	7.6	1.7
Part-time High School	2.8	-
Full-time College	3.8	16.8
Part-time College	.7	1.9
Full-time Work	29.3	38.2
Part-time Work	12.4	4.7
Unemployed	30.0	14.7
Other*	13.4	22.0
<u>Service Preference</u>		
Army	33.3	25.5
Navy	23.9	22.9
Marines	17.5	4.9
Air Force	23.6	26.5
Coast Guard	1.7	11.4
None	-	8.6
<u>Apply for CCS</u>		
Yes	56.9	33.5
No	42.4	65.7
<u>Sex</u>		
Male	97.6	99.4
Female	2.4	.6
<u>Marital Status</u>		
Single	83.3	74.1
Married	14.0	23.7
Separated	2.0	.4
Divorced	.7	1.7
Widowed	-	.2
<u>Number of Children</u>		
0	86.4	88.3
1	9.5	9.3
2	2.4	1.5
3	1.3	-
4	.4	-
5	-	.2
6	-	-
7	-	-
8 or more	-	-

\*Includes those working and in either High School or College.

Table 30 (continued)

Class and Detail of Information	Would Have Entered if no limit	
	Yes (N=204)	No (N=14)
	%	%
<u>Occupation of Parent Providing Most Income</u>		
Blue Collar	53.0	44.9
White Collar	24.4	36.5
Farm	8.3	6.0
Military	7.5	3.3
Other	6.8	9.4
<u>Family Income when 16 yrs old (approx)</u>		
Under \$3,000	10.2	5.2
3,000 - 5,000	12.0	13.5
5,000 - 7,500	18.9	15.7
7,500 - 10,000	26.5	27.3
10,000 - 15,000	19.3	24.2
15,000 - 25,000	8.7	9.3
25,000 and over	4.4	4.8
<u>Parent Having More Education</u>		
Father	27.0	39.5
Mother	41.5	34.2
Equal	30.3	25.8
<u>Education Level of Parent</u>		
Grade School	11.2	7.4
Some High School	20.3	13.9
High School	39.2	39.8
Some College	15.0	21.9
College Graduate	10.5	10.4
Postgraduate Study	3.8	6.5
<u>Marital Situation of Parents</u>		
Widowed	9.9	9.0
Divorced	19.1	12.2
Separated	5.3	3.9
No Change in Status	65.6	74.9
<u>Number of Brothers and Sisters</u>		
0	6.5	8.6
1	17.3	21.0
2	19.0	23.7
3	18.0	17.0
4	13.3	9.7
5	9.5	7.7
6	5.8	4.0
7	2.7	3.1
8 or more	7.7	5.2
<u>Room of One's Own</u>		
Yes	47.9	47.3
No	51.7	51.8
<u>Religious Background</u>		
Protestant	54.2	56.4
Roman Catholic	28.3	26.5
Jewish	1.4	1.9
Other	6.2	4.5
None	9.3	11.7

Table 30 (continued)

Class and Detail of Information	Would Have Entered if no Prof.	
	Yes (N=207) %	No (N=514) %
<u>Race</u>		
White	79.0	84.8
Black	17.5	10.7
Oriental	.7	1.1
American Indian	1.0	1.1
Other	1.7	2.3
<u>National Origin</u>		
Northern, Western Europe	17.6	21.3
Southern Europe	2.6	2.6
Eastern Europe/Etic	3.7	3.6
Mediterranean/Middle East	.4	.8
Caribbean/ Central America	1.1	1.8
Africa	2.6	3.0
Asia	1.1	1.4
"American," Canada	69.7	64.4
Other	1.1	1.0
<u>Did Family Move Frequently</u>		
Yes	20.6	15.0
No	79.4	85.0
<u>Region of US in Which Reared</u>		
New England	.3	.7
Middle Atlantic	13.8	5.5
East North Central	13.8	22.4
West North Central	11.8	5.3
South Atlantic	10.8	12.8
East South Central	4.0	6.2
West South Central	12.1	12.9
Mountain	8.4	6.4
Pacific	8.8	10.6
Other	16.2	17.2
<u>Size of Community in Which Reared</u>		
Farm	6.0	6.0
Small Town	32.3	25.9
Suburb	21.1	23.5
City	40.7	44.7
<u>Civilian Job</u>		
Blue Collar	31.4	28.7
White Collar	9.1	15.3
Farm	4.4	2.8
Military	2.9	.8
Student	10.9	14.4
Part-time, Student	32.1	29.5
Other	9.1	5.5
<u>Income</u>		
Under \$5,000	67.3	58.2
5,000 - 7,500	17.5	24.1
7,500 - 10,000	11.7	17.0
10,000 - 15,000	1.9	4.4
15,000 - 25,000	1.2	1.0
25,000 and over	.4	.2

#### Value Distinctions

Value differences with respect to Part B of the survey and the six value questions are shown in Table 31 and Fig. 16. With respect to satisfactions, it is seen that without exception those who would not enlist feel their satisfactions are greater, with the greatest differences in Work and Economic Security. (It was noted earlier that 30 percent of those who would enlist stated they were unemployed.)

With respect to importance attached to value questions, some slight, statistically significant, differences appear (.3 difference is significant at the 5 percent level), indicating that Work is more important and Friendships less important to the ones enlisting. Family and Personal development stand highest in importance.

Contrast these with the E1-E4 portion from the military sample (Fig. 14). The pattern for satisfactions is considerably different, in opposite directions in every instance. Perhaps one finds his satisfactions where he is. The responses for importance, however, are very similar.

The responses with respect to Part E of the survey are shown in Table 32/ (significantly low ranks of a pair are circled). Those who would have entered if there were no draft, value travel and new experiences, training for greater responsibility, health and care, opportunity to serve country more significantly than those who would not have entered. On the other hand, those <sup>who</sup> would not have entered are more concerned about satisfying work, free time, happy family life, and personal freedom and control. These results corroborate those of the military oriented E1-E4 in many respects, especially high importance attached to training for greater responsibility, opportunity to serve country; and relatively low importance attached to satisfying work,

Table 4

## AFTEES RESPONDENTS:

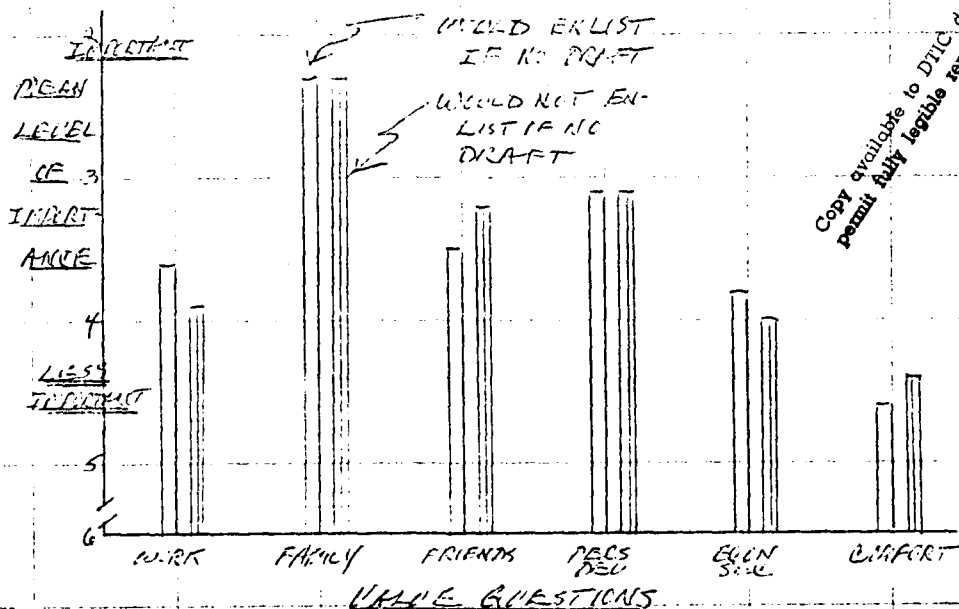
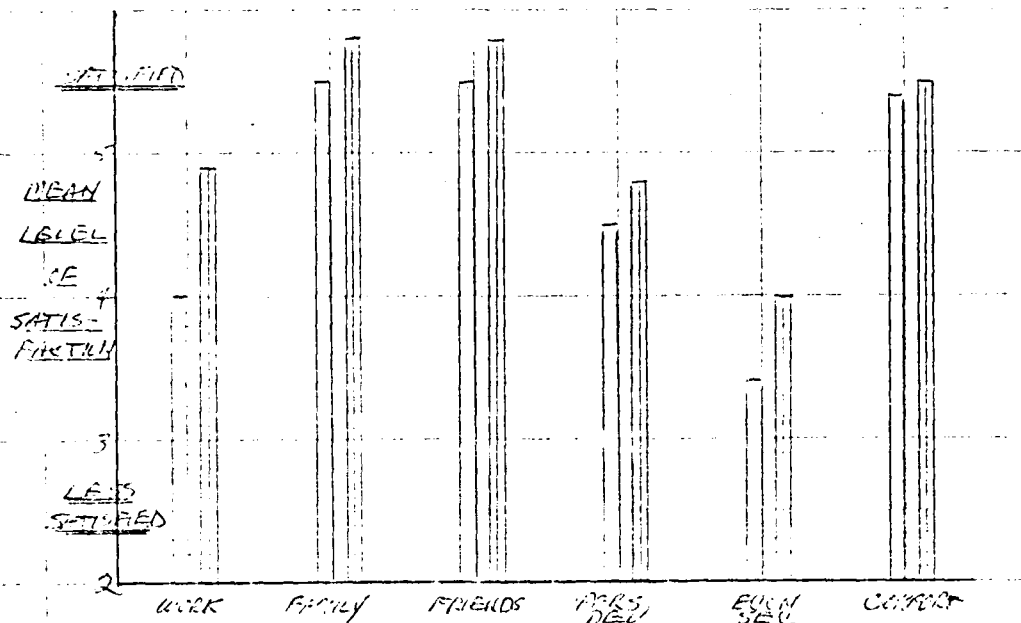
PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
 ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
 (by Would or Would Not Enter Armed Forces  
 if no Draft)

Value Category	Would Enter			Would Not Enter		
	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI
Work	4.0	3.6	1.11	4.9	3.9	1.26
Family	5.5	2.3	2.39	5.8	2.3	2.52
Friendships	5.5	3.5	1.57	5.8	3.2	1.81
Personal Development	4.5	3.1	1.45	4.8	3.1	1.55
Economic Security	3.4	3.8	.89	4.0	4.0	1.00
Comfort and Pleasure	5.4	4.6	1.17	5.5	4.4	1.25
Means	4.72		1.43	5.13		1.56
N		297			549	

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.



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VALUE QUESTIONS

FIG. 16. MEAN SATISFACTION AND IMPORTANCE VALUES  
FOR OFFERED SAMPLE

Table 32

## AFEEES RESPONDENTS:

ESTIMATES (PART E) OF IMPORTANCE RANK OF GOALS  
AND WHERE BETTER SATISFIED<sup>a</sup>  
(by Would or Would not Have Entered Armed Forces if no Draft)

Goals	Would Have Entered if no Draft			
	Yes		No	
	Imp. Rank	Scale Value	Imp. Rank	Scale Value
1. Travel and new experience	2.0	2.9	11.0	4.9
2. Training for greater responsibility	9.5	2.9	24.0	5.1
3. Opportunity for education	3.0	3.5	5.5	5.5
4. Health care	8.0	3.1	17.0	4.7
5. Opportunity to serve country	13.0	2.3	30.0	4.1
6. Job security	5.0	3.1	7.5	4.8
7. Satisfying work	7.0	4.4	3.0	6.2
8. Opportunity to find beauty in life	25.0	4.8	20.0	6.2
9. Satisfying friendships	9.5	4.4	7.5	5.7
10. Recreation opportunity	29.0	4.3	26.0	5.7
11. Free time	26.5	5.1	18.0	6.0
12. Happy family life	1.0	5.3	1.0	6.4
13. Doing important work	19.5	3.7	25.0	5.4
14. Security for family	4.0	4.1	2.0	5.5
15. Ability to plan future	14.5	4.2	16.0	5.8
16. Ability to make better world	17.5	3.6	14.0	5.4
17. Treated like a person	21.0	4.5	12.0	6.0
18. Satisfactory income	11.0	4.7	10.0	6.1
19. Comfortable life	23.0	4.9	15.0	6.0
20. Exciting life	16.0	3.6	22.0	5.4
21. Good working conditions	19.5	4.5	23.0	5.8
22. Good leaders and bosses	30.0	3.6	29.0	5.3
23. Be treated fairly under law	24.0	3.9	19.0	5.3
24. Personal freedom and control	17.5	5.2	4.0	6.2
25. Have respect of others	22.0	3.5	21.0	5.2
26. Acquire knowledge and wisdom	14.5	3.9	13.0	5.4
27. Make the most of myself	12.0	3.7	9.0	5.9
28. Recognition of my ability	26.5	3.4	27.5	5.5
29. Good race relations	28.0	3.6	27.5	5.0
30. Have self-respect	6.0	3.8	5.5	5.5
Means		3.95		5.53

<sup>a</sup>Indifference value = 4.0; less than 4 favors Army, more than 4 favors civilian environment.

and personal freedom and control.

There are some contradictions, however. For example, free time is important to those who would not enlist. It was not so important to the civilian-oriented in the military sample. Ability to make a better world was said to be important by the military-oriented, but those who would enlist say that it is less important than those who would not. The same kind of reversal appears for good leaders and bosses and having the respect of others. It is hypothesized that the young men who have not yet entered service have less certainty and have less knowledge about service life, so cannot make the same kind of judgments that those who are in service make.

When responses to Part E items are plotted with items arranged as to hierarchy of needs (Fig. 17), as was done for the military oriented E1-E4's in Fig. 15, the same kind of shift of profile toward an Army orientation is evident as the plot drops into the high order self-esteem and self-actualization weighted items. Again this suggests that the Army might capitalize on this aspect of the perception of its capabilities and potential.

Since the matter of race may be important in the volunteer force, preferences by race among the AFES respondents are delineated for Part E of the survey in Table 33. It is seen that generally speaking a number of elements are valued more by whites -- satisfying work, satisfying friendships, security for family, free time, ability to make a better world, personal freedom and control, acquiring knowledge and wisdom. Blacks are more interested in good race relations. With respect to where these various things can be better satisfied, in military or civilian life, there are only slight differences between the two groups,



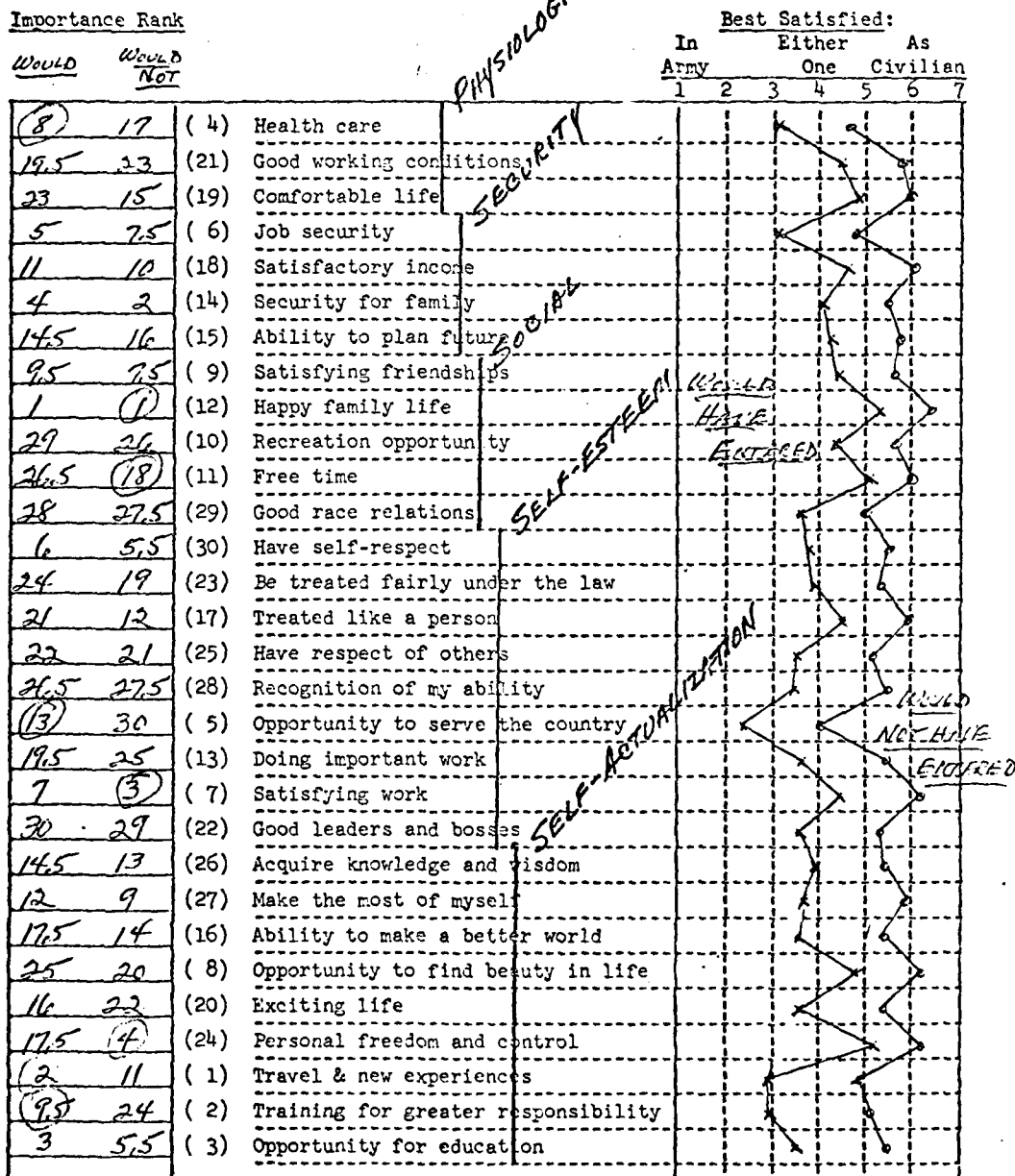


FIG 17- AFEEES RESPONDENTS: PART E VALUE ITEMS (WOULD/WOULD NOT HAVE ENTERED IF NO DRAFT)

Table 33

AFES RESPONDENTS:  
ESTIMATES (PART E) OF IMPORTANCE RANK OF GOALS  
AND WHERE BETTER SATISFIED<sup>a</sup>  
(by Race - Black and White only)

Goals	Race			
	White		Black	
	Imp. Rank	Scale Value	Imp. Rank	Scale Value
1. Travel and new experience	9.0	4.2	4.0	3.8
2. Training for greater responsibility	19.5	4.4	14.0	4.0
3. Opportunity for education	4.0	4.9	2.0	4.3
4. Health care	14.0	4.1	7.0	4.3
5. Opportunity to serve country	26.0	3.5	27.5	3.3
6. Job security	7.0	4.2	3.0	4.6
7. Satisfying work	3.0	5.6	8.0	5.6
8. Opportunity to find beauty in life	21.0	5.8	25.0	5.5
9. Satisfying friendships	8.0	5.2	21.0	5.5
10. Recreation opportunity	28.0	5.3	30.0	4.7
11. Free time	18.0	5.7	25.0	5.5
12. Happy family life	1.0	6.1	9.0	6.0
13. Doing important work	23.5	4.9	20.0	4.4
14. Security for family	2.0	5.0	5.0	4.9
15. Ability to plan future	15.0	5.3	10.5	5.0
16. Ability to make better world	13.0	4.8	21.5	4.3
17. Treated like a person	16.0	5.6	13.0	4.9
18. Satisfactory income	11.0	5.6	10.5	5.4
19. Comfortable life	17.0	5.7	15.5	5.3
20. Exciting life	19.5	4.9	25.0	4.1
21. Good working conditions	25.0	5.4	15.5	5.0
22. Good leaders and bosses	30.0	4.8	29.0	4.0
23. Be treated fairly under law	23.5	5.0	19.0	4.2
24. Personal freedom and control	6.0	5.9	17.5	5.2
25. Have respect of others	22.0	4.6	23.0	4.5
26. Acquire knowledge and wisdom	12.0	4.9	17.5	4.5
27. Make the most of myself	10.0	5.2	9.0	4.8
28. Recognition of my ability	27.0	4.8	27.5	4.4
29. Good race relations	29.0	4.5	12.0	4.4
30. Have self-respect	5.0	4.9	6.0	4.8
Means		5.03		4.71

<sup>a</sup>Indifference value = 4.0; less than 4 favors Army, more than 4 favors civilian environment.

with blacks slightly more favorably inclined toward the Army.

#### Suggestions for Change

AFES respondents also were asked for suggestions for change in the Army. Fewer suggestions were made by the AFES respondents than for those persons in service. The distinction between responses of respondents who would have enlisted and who would not have enlisted is shown in Table 34. Those who would enlist are significantly less concerned (as indicated by frequency of responses) about pay, personal restrictions, the volunteer Army, Army missions, their personal identity, and about improved leadership in the service. While there are significant differences between groups with respect to increased pay, reduction in personal restrictions, and maintenance of personal identity, these things still stand highest among those who would enlist, and appear to be causes of concern for the young men who are enlisting. As one goes down the list, it is seen that the volunteer Army, getting out of Vietnam, liberalized Army policies and missions, are all relatively important. It is of interest to note also that training for growth is mentioned more frequently by those who would enlist, as well as the concern for permissiveness (don't like it), and patriotism (do like it).

#### Summary of AFES Respondents

About 35 percent of the AFES respondents indicated they would have entered military service even though there were no draft; 30 percent of these said they were unemployed, however. One-third of the 35 percent claimed the Army as their preference.

The value orientation of those who said they would have entered is not essentially different from the military oriented group developed

Table 34

AFRICAN AMERICANS:  
SUGGESTIONS FOR CHANGE  
(by Would or Would Not Have Entered Armed Forces if No Draft)

Category and Detail of Suggestion	Code No.	Would Have Entered if No Draft			
		Yes		No	
		No. of Sugg.	Sugg. per Respondent	No. of Sugg.	Sugg. per Respondent
		(N = 300)		(N = 450)	
<u>Physical Comfort and Convenience</u>					
On-post living conditions	011	13	.044	18	.033
Military clothing	013	-	-	4	.007
Food	015	9	.030	14	.026
		22	.074	36	.080
<u>Economic Factors</u>					
Pay	021	62	.209	169	.301
Pay frequency	022	-	-	-	-
Bonus	023	-	-	-	-
PX and commissary	025	1	.003	-	-
Allowance, benefits (general)	026	7	.024	9	.016
Security	027	2	.007	1	.002
Health care for respondent	028	-	-	-	-
Health care for dependents	029	1	.003	1	.002
On-post family housing	036	6	.020	7	.013
In-service academic education	037	6	.020	10	.018
Reduction in benefits on retirement	042	-	-	-	-
Travel benefits	043	1	.003	1	.002
		36	.290	193	.361
<u>Work Factors</u>					
Job satisfaction	041	2	.007	6	.001
Evaluation and promotion procedures	044	8	.027	20	.036
Work hours	046	2	.007	7	.013
Work conditions	047	3	.010	4	.007
Training for job	058	7	.024	17	.031
Training for growth	039	18	.061	22	.040
MOS and job assignment	061	11	.037	36	.066
Relations with civilian employees	063	-	-	-	-
Inefficiency	065	4	.013	18	.033
Details and extra duty	097	4	.013	6	.011
		59	.199	136	.248
<u>Military Life</u>					
Regimentation and red tape	081	4	.013	17	.031
Customs and traditions	084	4	.013	6	.011
Recreation	072	-	-	5	.009
Leaves and passes	073	21	.071	40	.073
Social pressures	075	-	-	-	-
Family separation	077	5	.017	6	.011
Military/civilian relationship	085	4	.013	11	.020
Parades and ceremonies	094	3	.010	4	.007
Military justice, punishment, corrections	087	7	.024	15	.027
Local procedures and systems	091	-	-	-	-
Assignment to duty station	093	7	.024	20	.036
Permissiveness	098	14	.047	10	.018
Selection criteria	099	4	.013	5	.009
Liberalization, Army policies and missions	096	14	.047	8	.015
		87	.293	224	.408
<u>Human Values</u>					
Personal identity	111	31	.104	83	.151
Discrimination (race, sex, religion, etc)	112	4	.013	12	.022
Personal restrictions	101	31	.104	90	.164
Patriotism, pride in service	122	14	.047	2	.004
Volunteer Army/Draft modifications	121	19	.064	140	.255
Integrity of personnel	113	4	.013	6	.011
Attitude toward superiors	118	12	.040	43	.078
Interpersonal communications	117	8	.027	9	.016
Standards for personal appearance	119	10	.034	35	.064
Management	124	7	.024	15	.027
Personal attitude to military mission	123	16	.053	107	.191
Attitude toward combat duty	126	-	-	-	-
Assistance with personal problems	128	-	-	-	-
		150	.505	542	.997

from the military sample. Responses by the AFES respondents generally confirm the military/civilian distinctions previously described.

#### COMMENT ON MILITARY VALUE ORIENTATION

The distinguishing, motivating characteristics of the persons ostensibly favoring membership in the Army can be summarized.

They derive much satisfaction in the Army from their work activities, from family, and from the economic security that the Army offers; they consider work and the Army job more important than the nonmilitary oriented.

They are idealistic and patriotic, valuing the opportunity to serve the country, and they feel generally that they are doing something important, that they are contributing to a better world through their military service; they desire training to expand their duty responsibilities.

They are especially anxious that their families be secure, that there be more and better on-post family housing, and that allowances and benefits be improved.

They ascribe less value to planning for the future, a comfortable life, good working conditions, stability, and long, deep friendships. They are less concerned about threats to their identity, and the intrusions of military life upon their personal freedom. They favor a less permissive military atmosphere and a more controlled environment.

The military oriented appear secure in a more regimented social system. Self-esteem needs appear to be less, or it may be that the military-oriented person knows who he is — that he is essentially a more secure person; the military social system supports him in this, provides him guides and bounds for his behavior. His self-actualization

needs appear to be somewhat submerged in his accomplishment in the military institution; he expects the institution to provide opportunity and increasing responsibility for his personal development.

The military oriented requires his self-respect, but he is willing to sacrifice leisure, to work hard, to endure hardship, so long as he can be assured that his family is being taken care of, and so long as he has a job to do and support from the institution to do it.

Recruiting perhaps should stress these aspects of the soldier's value system. For example, a recruitment theme could be:

"Military life isn't for everyone. It takes someone special. When you enter the Army, you are doing your part in your way toward making a better world. It may be a rough life. There will be trying times and hardships and privations. But it's worth it. You can be confident that you and your family are going to be taken care of.

"Understand that the military service has rules and regulations which make many of the choices for you that you might have to make in civilian life. If you're the kind of person that is undaunted by this way of life, that ten percent of the US male population, then investigate the Army.

"Of course, it's not all hardship and trouble. You prove yourself and you develop in the Army. Your friends are people who think as you do, who have the same strength of purpose as yourself. And it doesn't matter if you're a little older. A lot of the young persons of our time find out a little late in life that this kind of purposeful life is what they have been searching for."

This kind of recruiting could attract a more dedicated soldier. Along with it might come some new, experimental, elite, "tough" military units for which those in or out of service could volunteer.

It could be argued that there are dangers in such an approach — that a military elite might develop that could threaten the US political system. Such an argument is not treated in this report.

## EVALUATION OF SUGGESTIONS FOR CHANGE (Task d)

### METHODOLOGY

The survey instruments provided open-ended free responses to elicit from the respondents not only grievances but recommendations for changes in the Army. It is presumed that the changes suggested would improve respondents' satisfactions with military life, and that such changes, if implemented, might motivate persons with similar backgrounds to serve in the Army. A methodology for analyzing the feasibility of implementing changes suggested is required by Task d of the work statement. Although both the military- and civilian- oriented populations listed changes, primarily those recommended by the military-oriented were used in this analysis; it was reasoned that those individuals who favor and are generally satisfied in a military environment, those that have a vested interest, would make suggestions for change most relevant to those required for a zero-draft Army. The emphasis in the suggestions for improvement, however, focuses on the lower ranking enlisted persons in the Army.

Out of 12 generic categories for change (Table 35), ranging from increases in pay and bonuses, to better housing facilities for the EMs, to improvements in job assignments, to privacy, to greater freedom and control, to improvements in military leadership, some 63 specific suggestions and alternatives were developed. Each category was described to enunciate the attitudes and needs underlying respondents' suggestions. The full list of categories and specific suggestions are shown in Appendix D, Table D1.



Table 35

MAJOR CATEGORIES - SUGGESTIONS FOR CHANGE

- 
1. Increase Enlisted Pay and Allowances
  2. Increase Freedom and Privacy in Enlisted Quarters
  3. Change Procedures for Assignment to Duty Station
  4. Improve Availability of Family Housing for Lower Ranking Enlisted Men
  5. Improve Evaluation and Promotion Procedures
  6. Improve Military Leadership
  7. Establish More Regularity in Duty Hours
  8. Increase Personal Control for Lower Ranking Enlisted Men
  9. Improve MOS Designation and Job Assignment
  10. Improve Military/Civilian Relationships
  11. Change Selection Criteria
  12. Liberalize Army Policies and Missions

Seven evaluators examined these changes (3 field grade officers and RAC analysts), and rated each alternative independently according to five criteria:

A. The estimated effect of the change on military performance of men or organizations, and on the accomplishment of military missions.

B. The cost or saving effected by the change in terms of capital resources, manpower allocation, and operational cost or savings.

C. The estimated attractiveness of the change to soldiers now in uniform, as well as to the prospective soldier.

D. The relation of the change to those institutional characteristics of the Army that should be retained, that is, those ideal and enduring qualities that define the character of the military institution.

E. The political feasibility of implementing the change in the next two years.

Each criterion was then <sup>applied to each suggestion</sup> according to a 5-point scale:

++, +, 0, -, --, with the precise meaning of each scale point explained (see Appendix D for criteria definition and instructions to evaluators).

Since it was understood that an evaluator's rating could be highly judgmental due to the lack of sufficient facts and the nature of prediction, the last step in the exercise attempted to elicit a consensus among the military evaluators, making each evaluator aware of all other responses, and then using a modified Delphi method to reach consensus. Much of the following discussion will focus on the military evaluations; the RAC analysts' evaluations are presented in Table D1 in order to demonstrate differences in outlook. (Consensus ratings have not been provided for the RAC analysts.)

#### DISCUSSION OF CRITERIA

There are interrelationships among the five criteria. To the extent that the satisfaction level of any individual will necessarily influence his proficiency and effectiveness and desire to accomplish a given task well, criteria A and C overlap. Similarly, several of the evaluators found it difficult to estimate or predict political feasibility without consideration of the costs and the necessary rebudgeting that would have to be achieved in the Department of the Army and in Congress. In this respect, criterion E reflects as much a dollar allocation problem as one of public attitudes and military ideology within the Army. Specifically, the military evaluators felt that the political climate was favorable only under the conditions that the higher echelons of the military would consent to the change and that Congress as a whole would be favorable <sup>and</sup> would appropriate the funds needed to effect the change. If, however, it was thought that Congress would request that funds be used from the existing military budget, the political climate rating was not as favorable.

During the discussion and analysis phase of attempting to reach a consensus on each of the specific recommendations, much qualitative information was obtained to aid in discerning the priorities assigned to those changes. It was generally thought by the three field grade officers that some of the changes were more important for the Army than others, that is, some represented real gut issues with pros and cons, while others were essentially non-issues, not of primary concern to enlisted soldiers. All changes were considered in light of the Modern Volunteer Army. Again, this perspective had a dual benefit; not only were the present military personnel evaluated in terms of the

potential for increased opportunities for accomplishment and growth and personal dignity, with the overall objective of maintaining a well led, competent force but, in addition, recommendations for improvements were looked at from the point of view of attracting the volunteers. Expressed slightly differently, changes were generally viewed as two distinct, yet related, categories of action:

(a) Strengthening competence, professionalism, and dignity in one's work.

(b) Improving Army life, the physical surroundings and environment.

As two distinct classes of action, their results will be different. The first category of changes focuses on the work aspect of the Army, the changes that are necessary to build positive incentives for services — those changes that will promote personal growth within the context of a group of competent individuals, those that will allow and promote a sense of achievement and professionalism. These changes, which are intrinsic to the structure and operation of the Army, include such changes as modifications in job assignments, improved evaluation and promotion procedures, more freedom and autonomy in executing tasks, and establishment of long-term motivators or incentives for people who want to volunteer to serve.

The second class of changes focuses upon improving Army life, bettering the physical surroundings and the social environment of the soldier. These kinds of improvements in themselves will not provide long-term incentives to service, but will eliminate some of the sources of dissatisfactions and grievances surrounding military life — such improvements as better housing, more individualized barracks, advancements in health care, allowances that will help eliminate job dissatisfaction, but in themselves cannot create job satisfaction.

The important fact raised in the discussion of these changes was the need for both types of changes; an overemphasis on either category in assigning priorities would have the effect of solving only a portion of the existing problems. Two of man's needs are of concern here: physical growth and avoidance of pain (physiological satisfaction, comfort); changes that will promote individual and unit growth and professionalism, and that will eliminate some of the environmental dissatisfaction, are required. Without both, the Army may have trouble attracting qualified volunteers and will continue to have retention problems.

#### EVALUATION NOTES

Keeping in mind that there are two basic types of changes, it then is worthwhile to examine the changes and recommendations and the sense of the evaluations of them. It should be remembered also that the task was to develop an evaluation methodology, rather than perform an exhaustive evaluation; the results discussed are in no way intended to be more than suggestive.

#### Increase Enlisted Pay and Allowances

Within this class were included such recommendations as doubling the EM entrance pay, providing furniture for quarters of married soldiers, furnishing health care in CONUS to dependents on a health insurance basis. All the evaluators agreed that an increase in remuneration for the EM was essential, not only to attract volunteers, but to retain those already in the service. Although very costly, the increase in enlisted pay could conceivably raise the proficiency/effectiveness level of the soldiers, could effect greater individual satisfaction by making pay more equitable with work performed, and would favorably affect the fundamental values and concept of the military. Politically it was deemed very favorable, since Congress appears ready to enact a pay raise for the enlisted soldier. The point was raised, however,

that there would be a marginal rate of return on such a recommendation, that an increase in salary to the level comparable to civilian industry was essential, but that ever-increasing pay raises would not be accompanied by like increases in overall proficiency and individual satisfaction.

Providing furniture for the quarters of married EMs, while it was politically feasible and could increase proficiency and satisfaction levels, would have little influence on the fundamental values of a military mission, would be very costly, and was thus considered essentially a non-issue.

Conceptually, health care furnished to dependents on a health insurance concept was thought would have a positive influence on proficiency, on the satisfaction of the married soldier in providing security for his family, and on the values of the military institution. A practical problem raised was concerning an adequate number of doctors and staff members to handle the increased load of patients. The fourth suggestion — of developing information that shows the individual what his real compensation is — was again considered a non-issue simply because the military evaluators thought that it would be very difficult to obtain and calculate, that it wasn't of primary concern to enlisted men.

A recommendation was added relative to the establishment of an option for retirement after fewer than 20 years, at a reduced percentage of final retirement. The benefits of the proposed change are evident; although politically unlikely, it would permit those soldiers who are not satisfied to leave the service without monetary or security loss. Essentially then, the force would consist of only those individuals who actively and enthusiastically contribute to the military mission.

#### Increase Freedom and Privacy in Enlisted Quarters

This category focused on physical improvements in barracks to afford the individual EM more personalized surroundings, a greater degree of privacy and freedom. All the suggestions were rated as most costly but politically feasible, both in terms of Congress and the military.

(Project VOLAR currently is evaluating the cost-effectiveness of implementing some of these types of improvement.) It was reasoned that installing sound-proof cubicles to accommodate two men, individualized toilets and showers, allowing for personalized decoration of enlisted quarters, providing refrigerators in the barracks, however, would have no effect on the fundamental values of the military institution. They would have a salutary effect on the proficiency and satisfaction of EM, not so much because of the physical improvements in themselves, but because of the opportunity for greater individual expression and privacy. More specifically, it was suggested that the cost of providing toilets and showers adjacent to each room would be prohibitive, but that these facilities could be made more individualized by partitions or dividers in existing latrines.

#### Change Procedures for Assignment to Duty Station

<sup>suggestions</sup>  
These/concern procedures that would give individual soldiers more control over or knowledge of their assignments. Of paramount interest here was the need for some stability and permanence in duty for the married man and his family. Essentially, the first suggestion focused on longer forewarning soldiers about projected transfers. This change, it was estimated, would cost little or nothing, and would benefit not only the individual but the overall proficiency and effectiveness of a unit

because it would allow the soldier to plan around the change and to organize accordingly. It was deemed politically possible on the assumption that there would be no ideological or monetary basis on which to challenge the recommendation. Likewise, allowance for choice of location would permit the soldier to obtain information concerning such things as educational facilities available in a particular location, accommodations, cost of living prospects. This suggestion was thought to have a significant positive impact on the personal satisfaction of the soldier, and could thereby raise the proficiency level of the entire unit by allowing individual aspirations and choices to be taken into account.

Guaranteed stabilized tours of a minimum of one year for those who request them was deemed favorable with respect to all five criteria. Not only was it noted that this recommendation would cut down tremendously on the float, but would mean less time spent on reorientation of new transfers. Basically it would provide a continuity to a tour which, in turn, would have positive effect on the level of accomplishments — the effectiveness of the individual for seeing a "task through to its logical conclusion"; not only the individual, but the entire unit could benefit. Inferred within this suggestion was the recommendation to allow unit of choice enlistment.

The provision for complete reimbursement of travel and relocation for all those having a permanent change of location, while good in concept, raised the question of the real costs involved; for this reason, the consensus was evaluated as neutral (a 3 rating).

#### Improve Availability of Family Housing for Lower Ranking Enlisted Men

These suggestions raised some fundamental issues concerning traditional practices in the Army. To begin with, it was pointed out by one evaluator



that costs in the area of housing had already risen to the excessive level of an \$8 billion deficit; for this practical reason, cost became a primary consideration in this category.

Further, it became evident that the ratings heavily depended on whose viewpoint was considered. This was especially significant in the recommendation to reduce officer housing on post and increase enlisted housing. Obviously the change could affect EMs positively, while incurring the displeasure of officers; for this reason the pluses and minuses to such a change cancelled each other out in the evaluation.

The suggestion for on-post housing for lower ranking, married, enlisted force was felt to have a positive effect on all criteria with the exception of the costs and capital outlay. The military evaluators assessed that this improvement would tend to equalize the benefits and the allowances given to both married and unmarried EM. Similarly, as before, there existed a divergence of opinion with respect to the political feasibility. It was surmised that although Congress would agree in concept, the change would likely be financed <sup>within</sup> from the existing military budget.

Providing a housing subsidy for married enlisted soldiers indirectly focused on and reflected the realistic concern for the scarcity of recent housing construction within the Army. With such a subsidy the Army could sufficiently care for the needs of the soldier and his family and could, at the same time, help alleviate the overwhelming problem of construction. Related to this suggestion was the recognition of the possibilities of renting inexpensive off-post civilian housing; some evaluators contended that the availability of adequate civilian housing facilities near many posts had not, in the past, been fully utilized.

The last suggestion to eliminate all on-post housing while adjusting pay upward was a focal point for fundamental disagreements among the analysts. Although some benefits could be discerned in allowing more freedom of choice for unmarried EM as well as for the wives of married enlistees, the change with its ramifications was viewed as a radical suggestion. One evaluator accentuated the fact that too little is currently known about the sources of the sense of community, of cohesion among military personnel; he viewed the elimination of on-post housing as the possible removal of a primary source for that comradeship that develops when EM are sharing the same, close quarters. The two underlying issues involved in this specific recommendation caused a variation in the final consensus for criteria of proficiency and basic military values.

Finally, the "home-post" concept was added to this category; it embodied the rationale that a soldier who was on tour could request a home post where his family would live in his absence. There were psychological benefits to this improvement; not only would the individual know that his family was being provided for, but he would have a "permanent" base to return to.

#### Improve Evaluation and Promotion Procedures

Even though the fifth category of changes was broad and generic in content, it highlighted the present concern over the adequacy of criteria for evaluation and promotion; the aspects of merit versus seniority came to the fore. Particularly there was a suggestion for reducing the influence of time in grade as a basis for advancement. This has certain benefits and detriments: it permits those individuals who are competent and capable to advance in authority and responsibility when they are

judged capable, rather than having to depend on some externally imposed time regulation. Conversely, it can place a psychological strain on the person who actually believes he is capable, and later discovers the responsibility and role to be quite demanding. Further, the change is likely to create acute hostilities among the soldiers who have been required to remain at the same grade level for years. Tied into this advancement concept was the more specific recommendation to permit "striking" as is done in the Navy.

In addition, peer ratings and subordinate evaluations were judged to be an "adequate" means of measuring merit; there were slightly positive ratings for all criteria except cost. In relation to the political overtones, the evaluators assessed that there would be strong differences in opinion - pros and cons - within the military to altering the traditional means of evaluation and promotion.

#### Improve Military Leadership

This suggestion category combines policy change recommendations along with suggestions for more widespread training and communication programs. The primary objective of modifications in human relations policy is to attain a more enlightened and receptive NCO and officer grades that could then lead, guide, and communicate more effectively. The first specific suggestion focused on implementing a human relations training program; it was considered favorably at moderate cost with respect to the other four criteria. A qualification was offered that such a program, to be optimally effective, would have to utilize participative or group interaction and "role" techniques rather than just the lecture method.

The second suggestion for the establishment of a system for participation of EMs and NCOs along with company officers in policy-making procedure was met by vociferous arguments. The discussion focused on two fundamental aspects:

(a) The difficulties of devising such a system that would override the personal biases and perspectives of soldiers at different levels of hierarchical authority; and

(b) The traditional question of formal authority versus "referrent" authority based on expertise in the value of policy dictation and decision-making.

All evaluators agreed that under combat conditions a participative type of decision-making was not realistic or desirable; discipline must be adhered to, and orders from superiors obeyed without question. The conflict of attitudes and values arose in the discussion of noncombat, garrison conditions. Some felt that it is the duty and responsibility of a commanding officer, by the fact that he is in his position, to make policies or decisions at his own discretion, consulting subordinates only when he feels it is required. Essentially, then, he is exercising the authority that is vested in his position. On the other hand, the feeling was expressed that legitimate authority was strengthened by allowing lower ranking enlisted men to communicate and question policies, that the EM would respect and be loyal to decisions if they understood the reasons behind them, if they recognized that the commander indeed possessed the skills and expertise to make the decisions.

The effort to accentuate the overlap in pay among all grades as a suggestion for change represented an attempt to permit pay increases without the necessity of promotion to a higher level. Essentially this

was viewed as beneficial according to the criteria for proficiency, individual satisfaction, and concept of military life. Basically, it was figured that "mixed" activities would provide an extracurricular, nonwork-oriented atmosphere where rapport and understanding between ranks would develop through interaction toward a common goal. A further stipulation was voiced that such activities be planned rather than simply whimsical, and should be considered optional.

In addition, relaxation of the requirement for saluting and use of "sir" in formal addressing was evaluated as having little if no effect on proficiency of operations, the intrinsic satisfaction of soldiers or of fundamental values related to combat readiness and effectiveness. It was noted that a voluntary salute, as contrasted with a mandatory salute, could have a subtle positive influence in that it would become an optional symbolic action connoting respect for superiors.

#### Establish Moderate Regularity in Duty Hours

Since enlisted men as well as officers have elicited a strong concern and desire for freedom, privacy, and a semblance of control over certain activities, it was not surprising that the seventh category for proposed changes was assessed favorably. The suggestion to establish an 8-hour day for nonduty garrison personnel was appraised as a move that would significantly raise the level of satisfaction of individual soldiers. Moderation and regularity in work hours would therefore indirectly enhance proficiency and efficiency through increased willingness to work and accomplish given tasks within a specified time interval. It was estimated that cost savings would accrue due to the greater efficiency in the management of assignment of tasks; further it might tend automatically to eliminate some of the extra detail work that is present in any job.

Also, in order to afford individuals in the Army greater freedom and control over daily activities, the recommendation was approved positively for issuing open passes without restriction for off-duty use.

Elimination of reveille except in basic training was also found favorable in most respects, since it represented a traditionally symbolic formation that no longer has many benefits.

Two shifts of NCOs for training activities was considered as positive for both the NCOs —lessened their work load — and for trainees who received a variety of instructors with possible varying perspectives.

The one suggestion that was not viewed very favorably was "extra pay for extra work"; this change was viewed as deleterious to the basic underlying value surrounding work itself. It was feared that it would encourage monetary orientation rather than emphasizing the need to complete and accomplish a task successfully for the inherent satisfaction of achievement.

#### Increase Personal Control for Lower Ranking Enlisted Men

The category was basically concerned with modification of the strict requirements for uniformity in personal appearance, and allowing individuals to express openly or subtly their particular life styles. The issue of uniformity in personal appearance and hair length was judged to be a personal matter — certainly within the confines of reason and respectability — if it did not interfere with discipline. This judgment also held for other forms of sexual behavior.

Coed barracks, while creating the need for expensive structural changes in present barracks, was considered in a positive light. It was noted facetiously that the idea would probably meet with strong opposition within the ranks of the Army and the military as a whole.

Removal of the commander's authority to establish "off-limits," and allowing it to be a personal decision where a soldier

went off duty, was rated somewhat neutrally. It was cited that there were instances (i.e., in the case of foreign posts where civilian housing and entertainment requirements were blatantly racist) where the commander exercised this authority, not so much as a restriction or personal choice, but rather to give all soldiers an equal opportunity of choice.

#### Improve MOS Designation and Job Assignment

The ninth category focuses squarely on the intrinsic aspects of the job — those factors that will indeed help foster professionalism and personal dignity in one's work and attract persons to the service. Not only were the particular suggestions considered of broadening MOS classifications in order to widen the base <sup>within</sup> which a soldier can move, but also the need for assigning tasks to individuals that would give continuity and variety to their work, to promote the psychic growth and learning phases for soldiers. By astute delegation of tasks, an officer can give the opportunity to his subordinates to grow in potential and to "be more today than yesterday."

Although there are some costs to be incurred in establishing evaluative techniques or methods, such action was deemed salient in attracting and retaining qualified people. For this reason this recommendation was viewed favorably. Counseling personnel in order to make the levels of expectation coincide with the actual requirements of military life faces the problem of effectively matching individual attitudes, skills and talents with job specifications.

#### Improve Military/Civilian Relationships

In reference to the criterion concerning institutional values, the suggestion to develop a public relations program to improve the self-esteem of the soldier was rated as having no effect on the concept of the military, nor on individual satisfaction. It was contended that no public relations program could improve or increase self-esteem if the soldier did not already possess self-respect and dignity in what he does. The public relations program could simply recognize and intensify what in reality exists. Further it was surmised that Army/community councils could conceivably unite and eliminate sources of hostility and misunderstanding between Army personnel and the civilian community.

#### Change Selection Criteria

This category represents "fitting the man to the task," and centers on recommendations to improve existing selection techniques, to place lower or higher limits on the education and intelligence of prospective volunteers. Most of these suggestions were rated favorably with respect to proficiency and individual satisfaction. It was logically reasoned that a better selection system would yield those individuals best able and willing to perform in the military, best capable of integrating themselves in the military mission. Due to the increased willingness and proficiency for each individual to perform, the effectiveness of the entire unit would be affected beneficially. The cost factor for such modifications in policy was considered high for several reasons: (a) reliable selection measures are difficult and costly to obtain, and (b) the pool of potential volunteers would be reduced so the recruiting effort would have to be strengthened. It was figured that these two costs would outweigh the savings obtained from decreased turnover.



The recommendation for allowing vocational or college courses to be taken during on-duty time was evaluated very favorably. Although it was recognized that soldiers can be kept "busy" for 40 to 50 hours a week, it would seem that this time could be utilized to "develop the man, which will develop a better soldier and will likewise benefit the whole unit." Attention was placed on the need for individuals to learn, to grow, to become more competent in other fields.

#### Liberalization of Army Policies and Missions

Not only liberalizing, but broadening of Army missions is suggested under this category. The suggestion for a modern-day Civilian Conservation Corps was considered a non-issue by the military evaluators.

The suggestion to allow/encourage individuals to work in social volunteer work off duty was viewed as beneficial to the individual in that it permitted him to pursue outside interests and aspirations. However this suggestion, in reality, was not much different from the present situation wherein individuals may engage<sup>in</sup> almost any activities while off duty; it simply recommended the encouragement of such activities. There were some reservations — it was considered as a possible threat to the traditional military mission of combat readiness.

Provision for resignation of any soldier at the end of BCT again reflected an effort to allow an individual some freedom of choice in deciding what was best, both for himself and the military. The evaluators felt this would be beneficial — that the Army should attract, and retain, only those who favor and are satisfied within a military atmosphere. No matter how good selection procedures are, the final test is how well the individual adapts in the service.

#### COMMENT

The suggestions judged least feasible, principally from the standpoint of being too costly, of not significantly improving military effectiveness, or of having a perhaps detrimental effect on the established military system, were the following:

- (12) Liberalization of Army policies and missions (judged low on all criteria except attractiveness to soldiers).
- (8) Increased personal control for lower ranking enlisted men (judged not to be especially costly but thought not to improve military effectiveness or to be salutary for the military system).
- (4) Improved availability of family housing for lower ranking enlisted men (judged too costly and probably politically infeasible).

Those suggestions judged most generally feasible were:

- (3) Improved procedures for assignment to duty stations — longer forewarning, choice of assignment, stabilized tours, security for family.
- (5) Improved evaluation and promotion procedures — reduced effect of time in grade, and increased use of other ways of measuring merit, ways for appeal.
- (7) Increased regularity in duty hours — meaningful duty, equity in extra duties.
- (9) Improved MOS designation and job assignment — feeling of growth and progress through assignments.

All of these items are judged to improve military effectiveness, are not judged to be especially costly, and would not significantly hurt the established military system. It was recognized that these items are aspects of good military management, and that continuing efforts are being made for their improvement. It is of interest that they have been singled out by service personnel as being critical to the feelings of pleasure and satisfaction in the military service.

Most of those suggestions for change cited as being readily feasible are not areas, however, which discriminate between the military- and civilian-oriented E1-E4's in the sample. While both the military and civilian oriented feel these things to be important, they generally are not points of difference between the two groups. Points of difference between the E1-E4's in the military/civilian dichotomy arise with respect to increased pay, in which the civilian-oriented persons mention pay significantly more often; greater freedom and control — again in which the civilian oriented are more concerned; reduced harassment and better leadership — again in which the civilian-oriented are much more concerned. Thus these results suggest that changing some of these aspects of military service will not necessarily be beneficial in attracting greater numbers of military-oriented persons into the service; that is, the benefit of accommodating to societal pressures will not necessarily make a better military institution.

It will be recognized that some of the changes suggested last November may already have been implemented, or steps taken to implement them, at least. For example, one post is known to be experimenting with leased housing for new arrivals on post, reveille is usually optional, most personnel who are beyond BCT now have permanent, open passes, MOS career fields are being developed, attempts of stabilized tours are now offered to personnel of all grades. It was noted also that some of the specific suggestions were labeled "non-issues" by the military evaluators. These were things judged not to be of sufficient importance to have any impact on the Army one way or another. That there was not complete agreement between officer evaluator responses and those of the RAC analysts on the non-issues can be seen in Table D1.

It appears that the technique described is a reasonable and effective way of examining changes, making certain that all of the significant criteria are taken into account. It is not certain whether the approximation of the Delphi technique used in reaching consensus is of any value. It might be better to have a number of respondents judge independently and simply take the mean of the responses as being a valid judgment. The Delphi method, if used in full scale, would demand systematically closing in on consensus over several separate steps, trying to reach consensus by allowing each individual judge to <sup>make and</sup> rationalize any change independently, rather than attempting to reach consensus in a group situation.

The question still remains, however, as to which changes are most desirable and effective, against which criteria. To be fully effective,

the analysis method should demonstrate the interaction between changes  
and criteria,<sup>and</sup> should develop for each change an ordering of priorities  
among criteria.

## CONCLUSIONS

1. Concern for the happiness and security of the family is most important, on the average, to all respondents — across grade levels, educational levels, and age, or any other way the data were analyzed.

2. Personal development, which includes self-respect, a measure of personal freedom, and a sense of a life perspective and goal achievement, is of critical concern to all grade levels, but especially to the younger persons in the Army.

3. Except for values related to family, the age of the respondents has a greater influence upon value differences than any of the other variables considered.

4. Friendships and personal comfort rank generally low in importance for all respondents, although the younger persons value friendships more highly.

5. Satisfying work becomes increasingly important with age and position, and for the middle-aged member of the Army assumes almost the same importance as family.

6. The younger soldier whose attitudes toward reenlistment is favorable appears to be specially motivated by satisfying work and expectation of personal growth.

7. Servicemen of all grades who find military life rewarding have a greater tolerance for threat to their individuality, for the intrusions of military life upon their plans, aspirations, physical comfort, and leisure time.

8. The serviceman motivated toward life in the military environment is idealistic and patriotic, and feels that his service is "contributing to a better world."

9. The military oriented serviceman derives relatively greater satisfaction from the military job and from the economic security the Army offers him.

10. The value orientation of those in the AFES sample that indicated they would have entered military service even though there were no military draft is not essentially different from the E1-E4 portion of the military-oriented group developed from the military sample.

11. The method developed for evaluation of the feasibility of implementing specific changes in the Army takes significant evaluational criteria into account, but suffers methodologically in not being able to assign appropriate priorities among criteria.

## RECOMMENDATIONS

The recommendations that follow summarize the perceptions of the study team and survey respondents as to general areas of concern for the Army:

1. That the Army make maximum effort in finding additional ways, including establishing formal organization and procedures at the unit level, to enhance the happiness and security of families of service members at all grade levels — to assure the service member that the Army cares about his dependents, and is looking toward their well-being whether or not duty separates him from them.

2. That the Army continue to search for ways, and for leadership and management practices, that will enable service members at all grade levels to grow in experience, knowledge, skill, and responsibility so that every serviceman has a career perspective and the opportunity, at the unit level, to examine and change his career plan.

3. That the Army take <sup>into</sup> account — in its practices, public relations, and recruiting — that Army life is unique in character, that it will not accommodate to everyone, but is especially suited to those who value security, opportunity, structure, and order, but who will not be dissuaded by temporary hardship and a sometime lack of creature comforts and the social amenities.



Appendix A

SURVEY INSTRUMENTS AND RESPONSE CODE

Appendix A  
SURVEY INSTRUMENTS AND RESPONSE CODE

INTRODUCTION

This appendix consists of the survey instruments (Annex 1 - November 1970 survey of military sample, Annex 2 - May 1971 survey of AFES sample) and a description of the coding format for the instruments.

RESPONSE CODE

Responses were coded by RAC Members of the Technical Staff. One person coded all of Parts A, E, G, and all except item 2 of Part F; another staff member coded all of Part F-2. Coding of Parts B, C, and D was done by several different individuals inasmuch as responses were less ambiguous to these particular questions. Response codes for each portion of the surveys were as follows:

Part A - Background Information

The coding for this portion of the instruments was a simple numbering of each response category (for the November survey, see Table 1 in the body of the report for code detail, for May survey, see Table 30). The only exception possible was for those respondents in the November survey who indicated a branch assignment other than the 24 listed. For example, Aviation was considered by some warrant officer respondents as a branch; such responses were classified in "other."

Part B - Present Values

For each of the numbered items, the satisfaction level was the

number circled, or the number closest to the point indicated on the scale. The open-end response to the question in the November instrument, "How does your being in the Army affect your answer?", was coded in three ways: being in the Army made him less satisfied (1); it had no effect on his answer (2); or being in the Army made him more satisfied (3). Items 2 through 6 were scored in the same way. The ranking of importance was the rank assigned, and the ranking associated with the satisfaction level estimated, for that question.

The open-end item for the May survey was not coded, as respondents more often than not left the item blank.

#### Part C - Past Values

Response to the open-end question of the November survey was often not interpretable in the same way as it had been for Part B inasmuch as a large proportion of the individuals in whom the study has particular interest, E1-E4's, but not in the Army in 1967. Accordingly, the free response question was not coded in this part of the survey. The questions pertaining to satisfaction level and importance were coded in the same fashion as for Part B.

#### Part D - Future Values

Responses in this section were coded in the same way as in Part C.

#### Part E - Army or Civilian

The coding for this part of the surveys was self-explanatory. The number circled for each of the 30 items was interpreted as a tendency toward greater satisfaction in one direction or the other. The 7 items indicated as being more important were noted, associated with the scale value indicated, and cumulated to develop an ordering of values for various subsamples of interest.

#### Part F - Attitude Toward Reenlistment

Items 1 and 2 were scored in terms of the number circled or the number closest to the point marked on the line. Questions 4a and 4b were scored in terms of whether or not the answers given were associated with the six value categories in Parts B, C, and D. In other words, a response such as "If these suggestions were taken into account, I would be with my family more and be more satisfied," would be given a code of 2 (Family). Item 5 was not scored. Item 2 was coded according to the same coding categories used in an earlier RAC study, "Determination of the Potential for Dissidence" study;\* those categories used most frequently are described in the section following.

#### Part G - Sociological Information

Responses for the November survey are coded as shown in Table 2 of the body of the report; those for the May survey are as shown in Table 30.

##### CODING OF SUGGESTED ARMY IMPROVEMENTS

The categorization into five major classes of response used in the previous study has been retained in this description.

##### Physical Comfort and Convenience

(011) On-post living conditions. Refers to the adequacy in terms of comfort, convenience, and satisfaction of accommodations furnished on post to bachelor officers and to enlisted men and women. It does not refer to shelter as provided under field conditions. Included are suggestions as to the need for privacy, being able to furnish quarters as to individual taste and style, privacy in showers and toilets, a better state of maintenance of quarters, too much noise, uncomfortably warm and cold, and so on. Suggestions made by officers concerning on-post living conditions relating specifically to enlisted conditions were recorded in this category.

\*Olson, H. C., and R. W. Rae, "Determination of the Potential for Dissidence in the US Army," (Vol II), RAC-TP-410, Research Analysis Corporation, McLean, Virginia, May 1971.

(013) Military clothing. This refers to comfort, fit, and appearance of military clothing; complaints generally were about the bulkiness and lack of style and lack of attractiveness of the uniform.

(015) Food and food service. This deals with the quality, quantity, and serving variety, and preparation of food. There occasionally was comment about the need to sign the mess roster three times a day, as well as suggestions that the option of separate allowance for eating off post be available to all ranks.

(019) Physical training. Suggestion that there be more physical training.

#### Economic Factors

(021) Pay. Refers to the adequacy of the pay.

(022) Pay frequency. Includes suggestions pay be more frequent, either every week, or every two weeks.

(023) Bonus. Included are comments about the adequacy of the enlistment bonus, and suggestions that high-risk (combat arm) assignments should draw greater compensation than they do.

(025) PX and commissary. Comments concern the selection of goods, operating hours, prices, quality of service; general suggestions were made that more expensive and larger items be sold through the PXs, such as major appliances; an occasional comment that the PXs and commissaries do not offer <sup>the</sup> savings that they are intended to, that they should be eliminated and an upward adjustment in pay made to compensate for them.

(026) Allowances and benefits in general. This category includes comment about the adequacy of the housing allowance, suggestions about family death benefit for soldiers, includes suggestions that the family of the serviceman should be looked out for more than now, especially that of the lower ranking enlisted man; included also are comments on tax benefits, insurance, and so on.

(027) Security. A broad range element including references to steady guaranteed employment and retirement benefits.

(028) Health care for the respondent. Comments on more speedy service, more attention to the individual, better health facilities, and so on.

(029) Health care for dependents. This category includes suggestions for better facilities for the families' health, shorter waiting time, dental care for dependants, a deploring of the way dependents of enlisted men were treated as contrasted with officers.

(036) On-post family housing. Responses in this category deal with improved quality of housing on post for officers and enlisted men having families, to include full subsidization so that servicemen could rent without loss in the outlying community when housing was not available on post. It includes the availability of housing for lower ranking enlisted men, as well as statements about the maintenance of family quarters, and comments as to the adequacy of bachelor quarters for enlisted men and officers. Suggestions were made that there should be efficiency apartments available for single service members, and no distinction made between sexes with respect to quarters assignment; coed enlisted housing was suggested.

(037) In-service academic education. Includes responses relating to going to school while in service, both in an assigned status to a school, as well as attending school part-time during a regular duty assignment. It was suggested that the irregular and long work hours defeated the availability of academic schooling, so that one often attended school when extremely tired or had to cancel classes

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because of duty. Suggestions were made that the Army have as a guaranteed benefit that everyone who stayed in the Army for a fixed period of time, say six or eight years, would be assured college education if he had the ability.

(042) Reduction in benefits on retirement. Comments of officers and senior enlisted men nearing retirement who expressed dissatisfaction with the maintenance of retirement income and <sup>sometimes</sup> accused the government of bad faith in its retirement practices.

(043) Travel benefits. Suggestions that families receive travel benefits over a longer period when moving to a new location, and that some assurance be given that the family could be housed at government expense for a period of time until quarters were available at the point moved to; there were comments that the lower ranking enlisted man suffered especially when he had a family to move.

#### Work Factors

(041) Job satisfaction. Items included under this category are those suggesting improvements in job satisfaction generally and do not include references to leadership or greater reward for a job completed, which are included in other categories.

(044) Evaluation and promotion procedures. This category includes promotion on merit instead of seniority, suggestion of promotion by test of skill and knowledge rather than commander's opinion, the need for proper reward for a job well-done, advancement opportunities and planning for advancement, and proficiency standards.

(045) Work hours. Includes suggestions for a more stable work-week and work-day with a 40-hour week usually suggested. Many suggestions to eliminate any weekend duty were made. Specific suggestions for more



improvement  
off-duty time, specifically for recreation or for self; were not included  
in this category.

(047) Work conditions. This category includes responses suggesting that the buildings and work facilities be improved, that there be more modern and up-to-date office equipment used, that training in general be improved, and that items of military equipment be improved.

(058) Training for job. This includes comments on service schools, instructors, improved basic training, and sometimes eliminating aspects of training.

(039) Training for growth. Comments in this category concerned training for growth in the military organization, as well as guarantee of a job or of government support for a period of time following military service.

(061) MOS and job assignment. Included in this category are comments on MOS designation procedures and assignment procedures once an MOS has awarded an individual. Many comments refer to allocating the wrong MOS to an individual or to the individual's being malassigned, or working "temporarily" in an area outside of his MOS. Many aspects of job satisfaction fell in this category.

(063) Relations with civilian employees. Comments in this category are generally objections to the use of civilians in MOS jobs or inequities in hours, remuneration, and supervision between civilians and soldiers when they are occupying similar jobs. The civilians were thought to get a better deal, with more stable hours and not as much work required of them.

(065) Inefficiency. Responses included indicated that work was done poorly, or that time was stretched to cover a job, or that there were "hurry-up-and-wait" practices. Waste of resources other than time and manpower also was cited.

(097) Details and extra duty. This category includes comments about all kinds of extra duty including the use of civilians to do the menial jobs that soldiers find demeaning, and the reduction of extra duty details that were thought not to be essential.

#### Military Life

(081) Regimentation and red tape. Included in this category are comments about the inflexibility of the military system, unnecessary paper work and administrative regulations, and rigidity in interpretation of regulations.

(084) Customs and traditions. Comments falling in this category deal with the regaining of "old Army" customs and codes.

(072) Recreation. Included in this category are comments on movies, service clubs, sports, entertainment, and social life in general for the enlisted men principally, with the usual suggestion to have greater numbers of facilities available. Some comments included dealt with lack of recreational facilities for the families of lower ranking enlisted men.

(073) Leaves and passes. This category involves not only suggestions for more free time by way of leaves and passes, but also involves expression of need for more time for oneself generally. Suggestions made included more Army holidays and the suggestion that only work days be charged against leave time.

(075) Social pressures. Comments on charity drives, enforced saving programs, officer club membership, and forced participation in club activities for both servicemen and their dependents. A few negative comments about social status in the Army fell into this category.

(077) Family separation. Items included were those dealing with suggestions that something be done to reduce the time spent away from family, in terms of reassignment or unaccompanied tours. Suggestions about concurrent travel also were made. Some lower ranking enlisted comments are included in this category — where soldiers lament the fact that they sometimes have to be separated from their families because of inadequate pay and allowances.

(085) Military/civilian relationship. Comments include disfavor of civilian control over the military, and concern expressed that this reduces military effectiveness. Also included are statements about the public image of the Army and suggestions that the image be improved; some soldiers feel they are second-class citizens. In addition there are suggestions included that deal with relationship of military and civilians at the local level, that is, between the post and the surrounding community; there are suggestions that there should be closer relationships between the military and civilian community and that soldiers, for example, should be formally protected against the "scalping" that they feel they receive in terms of exorbitant prices for rent and services in the civilian community.

(101) Personal restrictions. While some responses in this category deal with restrictions to after-hours and off-limits signing out, most deal with the felt lack of personal freedom and control while in the Army.

(094) Parades and ceremonies. This category included references to what respondents feel are non-productive activities — to useless inspections, to inspections of personal clothing, to Saturday inspections, and so on.

(087) Military justice, punishment and corrections. This includes comments on the Military Police, the investigation system, forfeitures of time and money, Article XV, and contain suggestions for revision of the Uniform Code of Military Justice. There were several complaints about the indiscriminate giving of delinquency reports by Military Police, and of being in a position of double or prior jeopardy inasmuch as one was under the jurisdiction of both civilian and military courts.

(091) Local procedures and systems. It includes things peculiar to an installation, but most such items have been assigned to other categories in this current coding.

(093) Assignment to duty station. Includes references to the desire for stability and assignment, for choice of duty station, for more consideration given to the individual as to where he is assigned. Suggestions to reduce personnel turbulence were included in this category as well. Responses in this category are closely associated with the family separation item already noted.

(098) Permissiveness. The items in this element deal with complaints about current practices with respect to relaxed discipline — lax work standards and supervision, failure to enforce regulations on dress, deportment, haircuts, and so on, and changes from the old Army with respect to customs and traditions. All comments in this category deal with a desire to return to a less-permissive mode of operations.

(099) Selection criteria. This deals with the criteria for qualification of personnel accepted into the service, both officer and

enlisted, and includes as well suggestions that there should be easier ways of discharging personnel from service whose talents are not beneficial to the Army.

(086) Liberalization of Army policies and missions. This covers a suggestion for a single military service, to a range of comments from peacetime uses of the Army including the use of the Army in community redevelopment and domestic affairs; other comments deal with decentralized control of the services to assure that organizations are up to full strength, that units not have multiple missions, that there be published long-range goals; and still others suggest that there be a way for personnel to opt out of service if they wish, that there be additional (shorter) enlistment options.

#### Human Values

(111) Personal identity. Included in this category are suggestions that deal with concern for individual feelings and identity of a soldier. Comments concerning treatment as a man rather than as an object or an animal are frequent by officer and enlisted grades alike. Officer responses sometimes suggest that the Army has developed a dehumanizing atmosphere.

(122) Patriotism and pride in service. Suggestions in this category concern the need for a new sense of patriotism, and suggested that ways be found to instill esprit and pride in being in the service.

(121) Volunteer Army/draft modifications. This deals with comments on the need for a Volunteer Army, or for a shortening of the draft requirement, or otherwise giving options that an individual might have under modified draft regulations.

(112) Discrimination (race, sex, religion, and so on). Most suggestions in this category dealt with discrimination in matters of race.

(113) Integrity of personnel. This includes comments related to the

personal feeling of the respondent for the integrity and sincerity of his associates, his peers, and his superiors. It deals with keeping one's word, and the Army keeping its obligations.

(117) Interpersonal communication. Comments in this category concern the need for communication across the grade structure, that there be a better understanding between officers and enlisted men, and between lower ranking enlisted men and the senior NCOs. There are suggestions that the formality of the military system works against this aspect of communication. Several officer responses have dealt with suggestions to break down the officer/EM dichotomy.

(119) Standards for personal appearance. Included are comments to the effect that the Army is too rigid in its standards with respect to haircuts, beards, clothing, when one is not on duty. Comments that the Army was too permissive in this regard were coded under 098, Permissiveness.

(124) Harassment. This category includes references to picayune requirements, cursing of subordinates, lack of consideration by NCOs, inconsequential details, "busy work" and "Mickey Mouse."

(118) Attitude toward superiors. Comments deal with comments as to the competence of and respect for superiors, reference to the lack of experience of enlisted and officers peers, inadequate leadership training, reference to NCOs as "lifers," poor judgment by leaders, and so on. In general, most of the comments deal with suggestions for better leadership.

(125) Personal attitude toward military mission. Included are comments about disagreement with the Army mission, "get out of Vietnam," and an occasional suggestion that the Army mission be broadened to

include service to the nation in other than a purely military role.

( (126) Attitude toward combat duty. Comments in this category deal with the expression that there should be no wars and that the individual respondent could never kill or be actively engaged in combat.

(128) Assistance with personal problems. Comments in this category deal with the need for more facilities to hear enlisted problems in particular — problems of a personal nature, problems of a legal nature, and so on.

November 1970

Annex 1 to Appendix A

RESEARCH ANALYSIS CORPORATION  
McLean, Virginia

SURVEY ON ARMY LIFE

The purpose of this survey is to determine your opinion on certain aspects of Army life. Your answers can help to point up ways in which the Army can become a better place in which to serve.

The questions are of a personal nature. We would like to find out your feelings on what you would like to get out of life, and whether service in the Army is helping you or hindering you in reaching your goals.

Please answer all questions as honestly as possible; your answers will not be identified with you personally in any way. You are asked to provide only the information requested.



A. BACKGROUND INFORMATION - Please circle appropriate item.

Grade:	Field Grade Officer	Company Grade Officer					
	Warrant Officer	Enlisted E5-E9			Enlisted E1-E4		
Component:	RA	AUS	NG	RES			
Years of Active Army Service:	0-3	4-6	7-9	10-12	13-15	16-18	
	19-21	22-24	25-27	28-30			
Present Branch:	ADA	AGC	MI	AMSC	Armd	ANC	Ch
	CmlC	CE	DC	FA	FC	Inf	JAGC
	MC	MSC	MPC	OrdC	QMC	SigC	TC
	VC	WAC	Basic				
Age:	17-21	22-26	27-31	32-36	37-41	42-46	
	47-51	52-56	57-61				
Education Level:	Grade School		Some High School		High School Graduate		
	Some College		College Graduate		Postgraduate study		

B. PRESENT - This part of the survey deals with the present time. In questions that follow, you are asked to think about where you are in life right now. For each question, circle the number that best describes your feelings.

1. How satisfied are you with your job, with the work you are now doing?

1	2	3	4	5	6	7
Not at all		About			Very	
Satisfied		Average			Satisfied	

How does your being in the Army affect your answer?

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2. How satisfied are you now with the way you get along with the immediate members of your family (wife and children, if married; parents, brothers and sisters, if not)?

1	2	3	4	5	6	7
Not at all		About			Very	
Satisfied		Average			Satisfied	

How does your being in the Army affect your answer?

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3. How satisfied are you with the friendships you have now — the close friends with whom you have a lot in common?

1	2	3	4	5	6	7
Not at all		About			Very	
Satisfied		Average			Satisfied	

How does your being in the Army affect your answer?

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4. How satisfied are you now with yourself — your personal development into the kind of person you wish to be?

1	2	3	4	5	6	7
Not at all		About			Very	
Satisfied		Average			Satisfied	

How does your being in the Army affect your answer?

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5. Considering your age and the goals you may have set for yourself earlier in life, how satisfied are you with your income and your economic security at this point in your life?

1	2	3	4	5	6	7
Not at all		About			Very	
Satisfied		Average			Satisfied	

How does your being in the Army affect your answer?

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6. How satisfied are you now with your personal comfort and pleasure in the terms of food, clothing, shelter, and living conditions? *in the company*

1	2	3	4	5	6	7
Not at all		About			Very	
Satisfied		Average			Satisfied	

How does your being in the Army affect your answer?

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The six items you have just considered relate to your degree of satisfaction now with:

- ☐ Your work
- ☐ Relations between you and members of your family
- ☐ Your friendships
- ☐ Your personal development
- ☐ Your income and economic security
- ☐ Your personal comfort and pleasure

Please judge how these rank in importance to you now. Put a 1 in the blank for most important, 2 for the next in importance, and so on, until you have ranked all six of them.

Were you in the Army 1 November 1967?      Yes      No      (Circle one)

C. PAST - In this part of the survey, you are asked to think back three years — to 1967 — and to guess what your answers to these questions would have been then. For each question, circle the number that best describes your feelings.

1. How satisfied were you with your job, with the work you were doing at that time?

1	2	3	4	5	6	7
Not at all		About			Very	
Satisfied		Average			Satisfied	

What makes this answer different from the one you gave for B1?

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2. How satisfied were you with the way you were getting along with the immediate members of your family (wife and children, if married; parents, brothers, and sisters, if not) at that time?

1	2	3	4	5	6	7
Not at all		About			Very	
Satisfied		Average			Satisfied	

What makes this answer different from the one you gave for B2?

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3. How satisfied were you with your friendships then — the close friends with whom you had a lot in common?

1	2	3	4	5	6	7
Not at all		About			Very	
Satisfied		Average			Satisfied	

What makes this answer different from the one you gave for B3?

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4. How satisfied were you with yourself — your personal development into the kind of person you wanted to be — up to that point in your life?

1	2	3	4	5	6	7
Not at all		About			Very	
Satisfied		Average			Satisfied	

What makes this answer different from the one you gave for B4?

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5. Considering your age and the goals you might have set for yourself earlier in life, to what degree were you satisfied with your income and your economic security at that time?

1	2	3	4	5	6	7
Not at all		About		Very		
Satisfied		Average		Satisfied		

What makes this answer different from the one you gave for B5?

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6. How satisfied were you with your personal comfort and pleasure in terms of food, clothing, shelter, and living conditions then?

1	2	3	4	5	6	7
Not at all		About		Very		
Satisfied		Average		Satisfied		

What makes this answer different from the one you gave for B6?

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The six items you have just considered describe what you remember about your feelings three years ago concerning satisfaction with:

- \_\_\_ Your work
- \_\_\_ Relationships between you and members of your family
- \_\_\_ Your friendships
- \_\_\_ Your personal development
- \_\_\_ Your income and economic security
- \_\_\_ Your personal comfort and pleasure

Please rank the items with respect to the importance with which you held them three years ago — 1, most important, through 6, least important.

Do you expect to be in the Army 1 November 1973?      Yes      No      (Circle one)

- D. FUTURE - In this part of the survey, you are asked to look ahead three years — to 1973 — and to answer the questions as you believe you would answer them then. Consider the changes you foresee in your life — your ambitions, the kind of person you wish to be, the kind of life you want. For each question, circle the number that best describes your feelings.

1. How satisfied do you think you will be with your job, your work then?

1	2	3	4	5	6	7
Not at all		About		Very		
Satisfied		Average		Satisfied		

What has been responsible for any difference between this answer and the one you gave for question B1?

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2. How satisfied do you think you will be with the way you get along with the immediate members of your family (wife and children, if married; parents, brothers, and sisters, if not) three years from now?

1	2	3	4	5	6	7
Not at all		About		Very		
Satisfied		Average		Satisfied		

What has been responsible for any difference between this answer and the one you gave for question B2?

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3. How satisfied do you think you will be with your friendships three years from now — the close friends with whom you have a lot in common?

1	2	3	4	5	6	7
Not at all		About		Very		
Satisfied		Average		Satisfied		

What has been responsible for any difference between this answer and the one you gave for question B3?

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4. How satisfied do you think you will be with yourself — your personal development into the kind of person you wish to be — three years from now?

1	2	3	4	5	6	7
Not at all		About		Very		
Satisfied		Average		Satisfied		

What has been responsible for any difference between this answer and the one you gave for question B4?

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5. Considering your age and the goals you set for yourself earlier in life, how satisfied do you think you will be with your income and your economic security three years from now?

1	2	3	4	5	6	7
Not at all		About		Very		
Satisfied		Average		Satisfied		

What has been responsible for any difference between this answer and the one you gave for question B5?

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6. How satisfied do you think you will be three years from now with your personal comfort and pleasure, in terms of food, clothing, shelter, and living conditions?

1	2	3	4	5	6	7
Not at all		Above		Very		
Satisfied		Average		Satisfied		

What has been responsible for any difference between this answer and the one you gave for question B6?

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The six items you have just considered describe what you think your feelings will be three years from now with respect to:

- ☐ Your work
- ☐ Relationships between you and members of your family
- ☐ Your friendships
- ☐ Your personal development
- ☐ Your income and economic security
- ☐ Your personal comfort and pleasure

Please rank the items with respect to the importance that you believe you will attach to each of these three years from now — 1, most important, through 6, least important.

E. ARMY OR CIVILIAN - Now, regardless of whether or not you might be in the Army, please try to estimate for each of the following items where you think you might do best — in the Army or as a civilian. For each item, circle the number on the scale that best describes your feeling.

		In Army		Either One		As Civil- ian		
1.	Travel & new experiences	1	2	3	4	5	6	7
2.	Training for greater responsibility	1	2	3	4	5	6	7
3.	Opportunity for education	1	2	3	4	5	6	7
4.	Health care	1	2	3	4	5	6	7
5.	Opportunity to serve the country	1	2	3	4	5	6	7
6.	Job security	1	2	3	4	5	6	7
7.	Satisfying work	1	2	3	4	5	6	7
8.	Opportunity to find the beauty in life	1	2	3	4	5	6	7
9.	Satisfying friendships	1	2	3	4	5	6	7
10.	Recreation opportunity	1	2	3	4	5	6	7
11.	Free time	1	2	3	4	5	6	7
12.	Happy family life	1	2	3	4	5	6	7
13.	Doing important work	1	2	3	4	5	6	7
14.	Security for family	1	2	3	4	5	6	7
15.	Ability to plan future	1	2	3	4	5	6	7
16.	Ability to make a better world	1	2	3	4	5	6	7
17.	Treated like a person	1	2	3	4	5	6	7
18.	Satisfactory income	1	2	3	4	5	6	7
19.	Comfortable life		2	3	4	5	6	7
20.	Exciting life	1	2	3	4	5	6	7
21.	Good working conditions	1	2	3	4	5	6	7
22.	Good leaders and bosses	1	2	3	4	5	6	7
23.	Be treated fairly under the law	1	2	3	4	5	6	7
24.	Personal freedom and control	1	2	3	4	5	6	7
25.	Have respect of others	1	2	3	4	5	6	7
26.	Acquire knowledge and wisdom	1	2	3	4	5	6	7
27.	Make the most of myself	1	2	3	4	5	6	7
28.	Recognition of my ability	1	2	3	4	5	6	7
29.	Good race relations	1	2	3	4	5	6	7
30.	Have self-respect	1	2	3	4	5	6	7

Now, look back over these 30 items and make an X in the blank in front of the seven that are most important to you.



F. ATTITUDE TOWARD REENLISTMENT - For these questions, assume you are 22 years old and are just about to complete your first term of enlisted service in the Army. (Circle the number that best describes your feeling.)

1. What do you believe would be the likelihood of your reenlisting?

1	2	3	4	5
Very likely		Not	Would reenlist under	
would reenlist		Certain	<u>no</u> circumstances	

2. What specific things could you suggest to make the Army a better place in which to serve?

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_
- e. \_\_\_\_\_  
\_\_\_\_\_

3. Suppose the improvements you just suggested were put into effect. Now, what would be the likelihood of your reenlisting?

1	2	3	4	5
Very likely		Not	Would reenlist under	
would reenlist		Certain	no circumstances	

4. If you circled 4 or 5 as your response to the last question, please give the reasons why you feel as you do.

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_

5. Anything you would like to add?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Continue on back of this page if you need more space.)

G. SOCIOLOGICAL INFORMATION - Many things about an individual may have some effect on what is most important to him. Please fill in the items below. Remember, none of these can be used to identify you personally.

1. Your sex:            Male \_\_\_\_\_ Female \_\_\_\_\_
2. Your marital        Single \_\_\_\_\_ Married \_\_\_\_\_ Separated \_\_\_\_\_  
   status:            Divorced \_\_\_\_\_ Widowed \_\_\_\_\_
3. Number of children you have: \_\_\_\_\_
4. Occupation of the parent who provided most of the family income when  
   you were growing up: \_\_\_\_\_
5. Approximate family income when you were 16 years old. (Circle one)  
     under        \$3,000            7,500 to 10,000  
     3,000 to    5,000            10,000 to 15,000  
     5,000 to    7,500            15,000 to 25,000  
                                 25,000 and over
6. Which of your parents had the more education? \_\_\_\_\_  
   To what level? Grade school \_\_\_\_\_ High school \_\_\_\_\_ Some college \_\_\_\_\_  
                         College graduate \_\_\_\_\_ Postgraduate study \_\_\_\_\_
7. Were your parents widowed, divorced, separated, or remarried while you  
   were growing up? Yes \_\_\_\_\_ No \_\_\_\_\_ Which \_\_\_\_\_
8. How many brothers and sisters did you grow up with? \_\_\_\_\_
9. When you were growing up, did you have a room of your own?  
   Yes \_\_\_\_\_ No \_\_\_\_\_
10. What religious background do you have, if any? Protestant \_\_\_\_\_  
     Roman Catholic \_\_\_\_\_ Jewish \_\_\_\_\_ Other \_\_\_\_\_ None \_\_\_\_\_
11. Race \_\_\_\_\_ National origin \_\_\_\_\_
12. Did your family move frequently? Yes \_\_\_\_\_ No \_\_\_\_\_
13. State or country in which you grew up \_\_\_\_\_
14. Size of community in which you grew up. Farm \_\_\_\_\_ Small town \_\_\_\_\_  
     Suburb \_\_\_\_\_ City \_\_\_\_\_
15. What was your civilian job? \_\_\_\_\_

May 1971

Annex 2 to Appendix A

RESEARCH ANALYSIS CORPORATION  
McLean, Virginia

SURVEY OF PERSONAL VALUES

The purpose of this survey is to determine your opinion on your life goals and values as related to your possible service in the Armed Forces.

The questions are of a personal nature. We hope to learn your feelings as to what you would like to get out of life. In one part of the survey, you are asked to contrast what you know about Army life with life as a civilian, and to estimate in which kind of environment you could better achieve your goals.

Please answer all questions as honestly as possible. You are asked not to give your name or social security number, so your answers will not be identified with you in any way. Provide only the information requested.

It is hoped that the information gained might point up ways in which military life can be made more satisfying. Thank you for your thoughtful cooperation.

A. BACKGROUND INFORMATION. (Circle appropriate answer.)

Age:                      1. 17-18                      5. 25-26  
                             2. 19-20                      6. 27-28  
                             3. 21-22                      7. 29-30  
                             4. 23-24                      8. 31 or over

Education level:        1. Grade school            4. Some college  
                             2. Some high school       5. College graduate  
                             3. High school graduate   6. Postgraduate study

At this time are you:

In high school:	In college:
1. Full time	3. Full time
2. Part time	4. Part time
Working:	
5. Full time	7. Unemployed
6. Part time	8. Other _____

If you do enter the Armed Forces,  
what service do you now prefer?

1. Army	4. Air Force
2. Navy	5. Coast Guard
3. Marines	

If you enter the Armed Forces,  
do you think you will apply for  
Officer Candidate School, or  
otherwise try to become a  
commissioned or warrant officer?

1. Yes                      2. No

Would you enter the Armed Forces now  
if there were no draft?

1. Yes                      2. No

B. PRESENT

Instructions: This part of the survey deals with the present time. In questions that follow, you are asked to think about where you are in life right now. For each question, circle the number that best describes your feelings.

1. How satisfied are you with your job, with school, or with the work you are now doing?

1	2	3	4	5	6	7
Not at all			About		Very	
Satisfied			Average		Satisfied	

What are some of the things that influenced you to answer as you did?

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2. How satisfied are you now with the way you get along with the immediate members of your family (wife and children, if married; parents, brothers, and sisters, if not)?

1	2	3	4	5	6	7
Not at all			About		Very	
Satisfied			Average		Satisfied	

What are some of the things that influenced you to answer as you did?

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3. How satisfied are you with the friendships you have now — the close friends with whom you have a lot in common?

1	2	3	4	5	6	7
Not at all			About		Very	
Satisfied			Average		Satisfied	

What are some of the things that influenced you to answer as you did?

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4. How satisfied are you now with yourself — your personal development into the kind of person you wish to be?

1	2	3	4	5	6	7
Not at all			About			Very
Satisfied			Average			Satisfied

What are some of the things that influenced you to answer as you did?

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5. Considering your age and the goals you may have set for yourself in life, how satisfied are you now with your income and your economic security?

1	2	3	4	5	6	7
Not at all			About			Very
Satisfied			Average			Satisfied

What are some of the things that influenced you to answer as you did?

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6. How satisfied are you now with your personal comfort and pleasure in terms of food, clothing, shelter, and living conditions?

1	2	3	4	5	6	7
Not at all			About			Very
Satisfied			Average			Satisfied

What are some of the things that influenced you to answer as you did?

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The six items you have just considered relate to your degree of satisfaction now with the following six things:

- \_\_\_\_\_ Your work
- \_\_\_\_\_ Relations between you and members of your family
- \_\_\_\_\_ Your friendships
- \_\_\_\_\_ Your personal development
- \_\_\_\_\_ Your income and economic security
- \_\_\_\_\_ Your personal comfort and pleasure

Now, please judge how these rank in importance to you. Put a 1 in the blank for the most important, 2 for the next in importance, 3 for the next, and so on, until you have ranked all six of them.

C. PAST

Instructions: In this part of the survey, you are asked to think back three years — to 1968 — and to guess what your answers to these questions would have been then. For each question, circle the number that best describes your feelings.

Were you in the Armed Forces 1 June 1968? 1. Yes 2. No

If yes, which service? 1. Army 3. Marines 5. Coast Guard  
2. Navy 4. Air Force

1. How satisfied were you with school, with your job, or with the work you were doing at that time?

1	2	3	4	5	6	7
Not at all		About			Very	
Satisfied		Average			Satisfied	

2. How satisfied were you with the way you were getting along with the immediate members of your family (wife and children, if married; parents, brothers, and sisters, if not) at that time?

1	2	3	4	5	6	7
Not at all		About			Very	
Satisfied		Average			Satisfied	

3. How satisfied were you then with the friendships which you had — the close friends with whom you had a lot in common?

1	2	3	4	5	6	7
Not at all		About			Very	
Satisfied		Average			Satisfied	

4. How satisfied were you with yourself — your personal development into the kind of person you wanted to be — up to that point in your life?

1	2	3	4	5	6	7
Not at all		About			Very	
Satisfied		Average			Satisfied	

5. Considering your age and the goals you might have set for yourself earlier in life, to what degree were you satisfied with your income and your economic security at that time?

1	2	3	4	5	6	7
Not at all			About	Very		
Satisfied			Average	Satisfied		

6. How satisfied were you with your personal comfort and pleasure in terms of food, clothing, shelter, and living conditions then?

1	2	3	4	5	6	7
Not at all			About	Very		
Satisfied			Average	Satisfied		

The items you have just considered describe what you remember about your feelings three years ago concerning satisfaction with the following six topics:

- \_\_\_\_\_ Your work
- \_\_\_\_\_ Relationships between you and members of your family
- \_\_\_\_\_ Your friendships
- \_\_\_\_\_ Your personal development
- \_\_\_\_\_ Your income and economic security
- \_\_\_\_\_ Your personal comfort and pleasure

Now, please rank the items with respect to their importance to you three years ago — 1, most important, through 6, least important.



D. FUTURE

Instructions: In this part of the survey, you are asked to look ahead three years to 1974 — and to answer the questions as you believe you would answer them then. Consider the changes you foresee in your life — your ambitions, the kind of person you wish to be, the kind of life you want. For each question, circle the number that best describes your feelings.

Do you expect to be in the Armed Forces 1 June 1974?      1. Yes      2. No

If yes, which service?      1. Army      3. Marines      5. Coast Guard  
   2. Navy      4. Air Force

1. How satisfied do you think you will be then with school, with your job, or with your work?

1	2	3	4	5	6	7
Not at all Satisfied			About Average	Very Satisfied		

2. How satisfied do you think you will be then with the way you get along with the immediate members of your family (wife and children, if married; parents, brothers, and sisters, if not)?

1	2	3	4	5	6	7
Not at all Satisfied			About Average	Very Satisfied		

3. How satisfied do you think you will be then with the friendships you will have — the close friends with whom you have a lot in common?

1	2	3	4	5	6	7
Not at all Satisfied			About Average	Very Satisfied		

4. How satisfied do you think you will be then with yourself — your personal development into the kind of person you wish to be?

1	2	3	4	5	6	7
Not at all Satisfied			About Average	Very Satisfied		

5. Considering your age and the goals you set for yourself earlier in life, how satisfied do you think you will be then with your income and your economic security?

1	2	3	4	5	6	7
Not at all			About	Very		
Satisfied			Average	Satisfied		

6. How satisfied do you think you will be then with your personal comfort and pleasure, in terms of food, clothing, shelter, and living conditions?

1	2	3	4	5	6	7
Not at all			About	Very		
Satisfied			Average	Satisfied		

The items you have just considered describe what you think your feelings will be three years from now with respect to six topics:

- \_\_\_\_\_ Your work
- \_\_\_\_\_ Relationships between you and members of your family
- \_\_\_\_\_ Your friendships
- \_\_\_\_\_ Your personal development
- \_\_\_\_\_ Your income and economic security
- \_\_\_\_\_ Your personal comfort and pleasure

Now, please rank the items with respect to the importance that you believe you will attach to each of them three years from now — 1, most important, through 6, least important.

# E. ARMY OR CIVILIAN

Instructions: Now, regardless of whether or not you have been in the Army, or have considered joining the Army, please try to estimate for each of the following items where you think you might find each topic better satisfied — in the Army or in civilian life.

- (1) For each item, circle the number on the scale that best describes your feeling.
- (2) Mark an X in the blank on the left for the seven of them that are most important to you.

	In Army	Either One					In Civilian Life
1. Travel & new experiences	1	2	3	4	5	6	7
2. Training for greater responsibility	1	2	3	4	5	6	7
3. Opportunity for education	1	2	3	4	5	6	7
4. Health care	1	2	3	4	5	6	7
5. Opportunity to serve the country	1	2	3	4	5	6	7
6. Job security	1	2	3	4	5	6	7
7. Satisfying work	1	2	3	4	5	6	7
8. Opportunity to find beauty in life	1	2	3	4	5	6	7
9. Satisfying friendships	1	2	3	4	5	6	7
10. Recreation opportunity	1	2	3	4	5	6	7
11. Free time	1	2	3	4	5	6	7
12. Happy family life	1	2	3	4	5	6	7
13. Doing important work	1	2	3	4	5	6	7
14. Security for family	1	2	3	4	5	6	7
15. Ability to plan future	1	2	3	4	5	6	7
16. Ability to make a better world	1	2	3	4	5	6	7
17. Treated like a person	1	2	3	4	5	6	7
18. Satisfactory income	1	2	3	4	5	6	7
19. Comfortable life	1	2	3	4	5	6	7
20. Exciting life	1	2	3	4	5	6	7
21. Good working conditions	1	2	3	4	5	6	7
22. Good leaders and bosses	1	2	3	4	5	6	7
23. Be treated fairly under the law	1	2	3	4	5	6	7
24. Personal freedom and control	1	2	3	4	5	6	7
25. Have respect of others	1	2	3	4	5	6	7
26. Acquire knowledge and wisdom	1	2	3	4	5	6	7
27. Make the most of myself	1	2	3	4	5	6	7
28. Recognition of my ability	1	2	3	4	5	6	7
29. Good race relations	1	2	3	4	5	6	7
30. Have self-respect	1	2	3	4	5	6	7

A REMINDER: Did you mark an X in the blank in front of the seven that are most important to you?

F. ATTITUDE TOWARD ARMY ENLISTMENT

Instructions: For these questions, regardless of what your age actually is, assume you are 22 years old and are just about to complete your first term of enlisted service in the Army. (Circle the number that best describes your feeling.)

1. What do you believe would be the likelihood of your reenlisting?

1	2	3	4	5
Very likely would reenlist		Uncertain		Would <u>not</u> reenlist under any circumstances

2. From what you know, have heard, or have read about the Army, what specific things could you suggest to make it a better place in which to serve?

- a. \_\_\_\_\_  
\_\_\_\_\_  
b. \_\_\_\_\_  
\_\_\_\_\_  
c. \_\_\_\_\_  
\_\_\_\_\_  
d. \_\_\_\_\_  
\_\_\_\_\_  
e. \_\_\_\_\_  
\_\_\_\_\_

3. Suppose those things you just suggested were put into effect; now what would be the likelihood of your reenlisting?

1	2	3	4	5
Very likely would reenlist		Uncertain		Would <u>not</u> reenlist under any circumstances

4. If you circled 4 or 5 as your response to the last question, please give the reasons why you feel as you do.

- a. \_\_\_\_\_  
\_\_\_\_\_  
b. \_\_\_\_\_  
\_\_\_\_\_

5. If you are considering entering the Army in the next few months, what are the reasons you are attracted to it?

- a. \_\_\_\_\_  
\_\_\_\_\_  
b. \_\_\_\_\_  
\_\_\_\_\_

G. ADDITIONAL BACKGROUND INFORMATION

Instructions: Many things about an individual may have some effect on what is most important to him. Please fill in the items below. Remember none of these can be used to identify you personally. (Circle appropriate answer, or put entry in blank.)

1. Your sex:      1. Male      2. Female
2. Your marital status:      1. Single    2. Married    3. Separated    4. Divorced    5. Widowed
3. Number of children you have:  
    0      1      2      3      4      5      6      7      8 or more
4. Occupation of parent who provided most of the family income when you were growing up: \_\_\_\_\_ Would you describe this as:  
    1. Blue collar      3. Farming      5. Other (explain)  
    2. White collar      4. Military
5. Approximate family income when you were 16 years old:  
    1. under \$3,000      4. 7,500 to 10,000      7. 25,000 and over  
    2. 3,000 to 5,000      5. 10,000 to 15,000  
    3. 5,000 to 7,500      6. 15,000 to 25,000
6. Which of your parents had the more education?  
    1. Father      3. Equal  
    2. Mother      4. Other (explain)  
  
    To what level?  
    1. Grade school      4. Some college  
    2. Some high school      5. College graduate  
    3. High school      6. Postgraduate study
7. Were your parents: 1. Widowed    2. Divorced    3. Separated    4. None of these while you were growing up?  
    Did either remarry:      1. Yes      2. No
8. How many brothers and sisters did you grow up with?  
    0      1      2      3      4      5      6      7      8 or more
9. When you were growing up, did you have a room of your own?  
    1. Yes      2. No

10. What religious background do you have, if any?
- |                   |                |         |
|-------------------|----------------|---------|
| 1. Protestant     | 3. Jewish      | 5. None |
| 2. Roman Catholic | 4. Other _____ |         |
11. Race: 1. White 2. Black 3. Oriental 4. American Indian  
5. Other (explain) \_\_\_\_\_
- National Origin:
- |                               |                          |
|-------------------------------|--------------------------|
| 1. Northern, Western Europe   | 6. Africa                |
| 2. Southern Europe            | 7. Asia                  |
| 3. Eastern Europe, Slavic     | 8. U.S.A., Canada        |
| 4. Mediterranean, Middle East | 9. Other (explain) _____ |
| 5. Caribbean, Central America |                          |
12. Did your family move frequently? 1. Yes 2. No
13. State or country in which you grew up: \_\_\_\_\_
14. Size of community in which you grew up:
- |         |               |           |         |
|---------|---------------|-----------|---------|
| 1. Farm | 2. Small town | 3. Suburb | 4. City |
|---------|---------------|-----------|---------|
15. Civilian job: \_\_\_\_\_ Would you describe this as:
- |                 |                             |
|-----------------|-----------------------------|
| 1. Blue collar  | 5. School                   |
| 2. White collar | 6. School and part-time job |
| 3. Farming      | 7. Other (explain) _____    |
| 4. Military     |                             |
16. Your approximate annual income now:
- |                    |                     |
|--------------------|---------------------|
| 1. under \$5,000   | 4. 10,000 to 15,000 |
| 2. 5,000 to 7,500  | 5. 15,000 to 25,000 |
| 3. 7,500 to 10,000 | 6. 25,000 and over  |

NOTE: If there are other comments you wish to make, please write them on the back of this page.

Appendix B

SUPPLEMENTARY TABLES ON BACKGROUND VARIABLES

Table B1

PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
(by Component)

Value Category	Component											
	RA			AUS			NG			Reserve		
	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI
Work	4.2	3.2	1.31	3.6	3.5	1.03	4.1	3.4	1.21	4.5	3.0	1.50
Family	5.7	2.2	2.59	5.5	2.2	2.50	6.0	1.9	3.16	5.9	2.2	2.68
Friendships	5.1	4.3	1.19	5.1	4.0	1.28	5.6	3.7	1.51	5.1	4.5	1.13
Personal Development	4.6	3.1	1.48	4.2	3.0	1.40	5.0	2.9	1.72	4.9	3.0	1.63
Economic Security	3.7	3.3	1.12	2.9	3.5	.83	3.2	4.4	.73	4.6	3.4	1.35
Comfort and Pleasure	4.2	4.5	.93	3.6	4.4	.81	3.9	4.6	.85	5.0	4.7	1.06
Means			1.44			1.31			1.53			1.56

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.



Table B2  
ESTIMATES (PART E) OF IMPORTANCE RANK OF GOALS AND WHERE THEY ARE BEST SATISFIED<sup>a</sup>  
(by Component)

Goals	Component							
	RA		AUS		NG		Reserve	
	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value
1. Travel and new experience	12	2.9	19	3.8	18	4.2	12	2.7
2. Training for greater responsibility	18.5	4.1	22	5.1	26	4.3	17.5	4.0
3. Opportunity for education	7	4.1	8	5.2	10.5	5.3	8	4.4
4. Health care	9	2.9	14	3.8	14.5	4.3	15	2.8
5. Opportunity to serve country	18.5	2.7	27	3.5	26	2.8	23	2.7
6. Job security	5	3.5	10	4.4	10.5	4.2	9.5	3.5
7. Satisfying work	6	4.9	2	5.9	6.5	5.7	2	5.0
8. Opportunity to find beauty in life	22	5.2	15	6.0	18	5.6	23	5.2
9. Satisfying friendships	16	4.7	13	5.3	14.5	5.5	14	4.5
10. Recreation opportunity	30	4.7	29.5	5.4	26	5.8	28	4.3
11. Free time	29	5.1	24.5	5.7	18	5.9	23	4.7
12. Happy family life	1	5.2	1	5.9	1	6.4	1	5.0
13. Doing important work	15	4.4	21	5.3	26	4.9	13	4.5
14. Security for family	2	4.0	3	5.0	2	5.0	4	3.7
15. Ability to plan future	14	5.1	11	5.9	5.5	6.0	9.5	5.3
16. Ability to make better world	20	4.3	16	5.2	14.5	4.8	17.5	4.6
17. Treated like a person	13	5.3	9	6.0	6.5	6.1	19	5.0
18. Satisfactory income	4	5.1	6	6.0	4	6.3	5	4.8
19. Comfortable life	24	5.3	19.5	5.9	20.5	6.3	29	4.8
20. Exciting life	28	4.0	26	5.2	26	5.2	27	3.9
21. Good working conditions	23	5.2	24.5	5.8	26	6.0	23	5.0
22. Good leaders and bosses	25	4.5	28	5.4	20.5	5.5	20	4.5
23. Be treated fairly under law	25	4.5	23	5.2	25	5.0	26	4.4
24. Personal freedom and control	10	5.6	5	6.2	14.5	6.2	7	5.6
25. Have respect of others	21	4.4	17	5.0	26	4.4	16	4.4
26. Acquire knowledge and wisdom	11	4.4	12	5.3	10.5	5.3	11	4.6
27. Make the most of myself	8	4.8	7	5.8	3	5.5	6	4.9
28. Recognition of my ability	17	4.6	18	5.6	10.5	5.5	23	4.9
29. Good race relations	27	3.6	29.5	4.2	26	3.5	30	3.6
30. Have self-respect	3	4.4	4	5.2	6.5	4.9	3	4.5
Means		4.45		5.27		5.21		4.39

<sup>a</sup>Indifference value = 4.0; less than 4 favors Army, more than 4 favors civilian environment.

Table B3

PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
 ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
 (by Sex)

Value Category	Sex					
	Male			Female		
	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI
Work	4.0	3.3	1.21	4.4	3.4	1.29
Family	5.7	2.2	2.50	5.6	2.9	1.93
Friendships	5.1	4.2	1.21	5.1	3.6	1.42
Personal Development	4.5	3.1	1.45	4.6	2.9	1.59
Economic Security	3.5	3.4	1.03	4.9	3.5	1.40
Comfort and Pleasure	4.0	4.5	.89	5.2	4.2	1.24
Means			1.38			1.48

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

Table B4

ESTIMATES (PART E) OF IMPORTANCE RANK OF GOALS  
AND WHERE THEY ARE BETTER SATISFIED<sup>a</sup>

(by Sex)

Goals	Male		Female	
	Imp. Rank	Scale Value	Imp. Rank	Scale Value
1. Travel and new experience	15	3.2	8	3.1
2. Training for greater responsibility	19	4.4	26	3.5
3. Opportunity for education	8	4.6	1	3.8
4. Health care	10	3.2	17.5	3.1
5. Opportunity to serve country	22	3.0	17.5	2.8
6. Job security	6	3.8	8	3.5
7. Satisfying work	3	5.3	2.5	4.7
8. Opportunity to find beauty in life	21	5.5	14	5.1
9. Satisfying friendships	14	4.9	2.5	4.4
10. Recreation opportunity	30	4.9	29	4.6
11. Free time	27	5.3	14	5.3
12. Happy family life	1	5.5	4	5.1
13. Doing important work	16	4.8	21.5	3.8
14. Security for family	2	4.4	10.5	3.8
15. Ability to plan future	12	5.4	21.5	4.6
16. Ability to make a better world	18	4.7	12	4.6
17. Treated like a person	11	5.5	14	5.0
18. Satisfactory income	5	5.5	17.5	3.9
19. Comfortable life	23.5	5.5	30	4.3
20. Exciting life	27	4.5	26	3.9
21. Good working conditions	23.5	5.4	17.5	4.3
22. Good leaders and bosses	26	4.9	21.5	4.2
23. Be treated fairly under the law	25	4.8	26	4.1
24. Personal freedom and control	9	5.8	5.5	5.4
25. Have respect of others	20	4.6	26	4.1
26. Acquire knowledge	13	4.8	10.5	3.9
27. Make the most of myself	7	5.2	8	4.2
28. Recognition of my ability	17	5.0	26	4.1
29. Good race relations	29	3.8	21.5	3.3
30. Have self-respect	4	4.8	5.5	4.1
Means		4.76		4.15

<sup>a</sup>Indifference value = 4.0; less than 4 favors Army, more than 4 favors civilian environment.

Table B5  
 PRESENT (PART E) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
 ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
 (by Marital Status of Respondent)

Value Category	Marital Status											
	Single			Married			Separated			Divorced		
	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI
Work	3.4	3.7	.92	4.4	3.1	1.42	4.2	2.8	1.50	4.0	3.4	1.18
Family	5.6	2.7	2.07	5.8	1.8	3.22	3.9	3.3	1.18	5.3	2.9	1.83
Friendships	5.0	3.6	1.39	5.2	4.6	1.13	5.2	4.3	1.29	5.4	3.9	1.38
Personal Development	4.2	2.7	1.56	4.8	3.3	1.45	4.6	2.8	1.64	4.6	3.4	1.35
Economic Security	2.9	3.6	.81	3.9	3.2	1.21	3.3	3.4	.97	3.5	3.1	1.13
Comfort and Pleasure	3.4	4.3	.79	4.5	4.7	.96	4.0	4.5	.88	3.7	4.0	.93
Means			1.26			1.56			1.24			1.40

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

Table B6  
ESTIMATES (PART E) OF IMPORTANCE RANK OF GOALS AND WHERE THEY ARE BETTER SATISFIED<sup>a</sup>  
(by Marital Status of Respondent)

Goals	Marital Status							
	Single		Married		Separated		Divorced	
	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value
1. Travel and new experience	15	4.0	19.5	2.7	19.5	2.8	4.5	3.1
2. Training for greater responsibility	21	4.9	16	4.1	14.5	3.8	14.5	3.8
3. Opportunity for education	5	5.3	9	4.1	9	3.8	9	4.3
4. Health care	17	3.8	8	2.8	14.5	3.3	14.5	3.3
5. Opportunity to serve country	27	3.4	15	2.7	14.5	3.1	18.5	2.8
6. Job security	13	4.3	6	3.5	3	3.6	14.5	4.1
7. Satisfying work	3	6.0	3	4.8	2	5.1	2.5	5.1
8. Opportunity to find beauty in life	11	6.0	26	5.1	27	5.7	22	5.1
9. Satisfying friendships	10	5.3	20	4.6	27	4.4	22	4.7
10. Recreation opportunity	30	5.4	29.5	4.6	27	5.3	22	4.9
11. Free time	24	5.8	27	5.0	30	5.3	26.5	5.0
12. Happy family life	1	6.1	1	5.0	1	5.4	1	5.7
13. Doing important work	18	5.3	14	4.4	14.5	4.2	29	4.4
14. Security for family	7	5.0	2	3.9	4.5	3.8	4.5	4.3
15. Ability to plan future	14	5.7	11	5.1	19.5	5.7	9	5.0
16. Ability to make better world	16	5.2	21	4.3	19.5	4.1	14.5	4.4
17. Treated like a person	6	6.0	18.5	5.2	6	5.4	14.5	5.4
18. Satisfactory income	9	5.9	4	5.1	9	5.7	6.5	5.2
19. Comfortable life	22	5.9	23.5	5.1	23	5.4	14.5	5.5
20. Exciting life	25	5.3	29.5	3.9	27	4.4	26.5	3.9
21. Good working conditions	26	5.7	22	5.2	23	5.2	22	5.5
22. Good leaders and bosses	29	5.3	23.5	4.5	14.5	4.5	30	4.6
23. Be treated fairly under law	20	5.1	25	4.5	9	4.7	22	4.8
24. Personal freedom and control	4	5.2	10	5.6	9	5.9	9	5.7
25. Have respect for others	19	5.0	17	4.3	27	3.9	26.5	4.5
26. Acquire knowledge and wisdom	12	5.2	12	4.4	23	4.5	26.5	4.7
27. Make the most of myself	8	5.8	7	4.7	9	4.7	6.5	4.8
28. Recognition of my ability	23	5.5	13	4.7	14.5	4.8	11	4.7
29. Good race relations	28	4.3	28	3.5	19.5	3.9	18.5	3.9
30. Have self-respect	2	5.3	5	4.4	4.5	4.7	2.5	4.4
Means		5.23		4.39		4.57		4.59

<sup>a</sup>Indifference value = 4.0; less than 4 favors Army, more than 4 favors civilian environment.

Table B7  
 PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
 ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
 (by Occupation of Parent)\*

Value Category	Occupation											
	Blue Collar			White Collar			Farm			Military		
	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI
Work	3.9	3.5	1.11	3.9	3.4	1.15	4.0	3.0	1.33	4.2	3.0	1.40
Family	5.6	2.2	2.54	5.8	2.2	2.63	5.6	2.3	2.43	5.9	2.3	2.57
Friendships	5.0	4.3	1.16	5.2	4.1	1.27	5.2	4.3	1.21	5.2	4.4	1.18
Personal Development	4.4	3.1	1.42	4.6	2.9	1.59	4.8	3.1	1.55	4.3	3.1	1.39
Economic Security	3.5	3.2	1.09	3.4	3.6	.94	3.8	3.6	1.06	3.9	3.3	1.18
Comfort and Pleasure	4.0	4.3	.93	4.0	4.6	.87	4.2	4.5	.93	4.0	4.6	.87
Means			1.38			1.41			1.42			1.43

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

\*"No Parent" category not shown owing to small N.

Table B8  
ESTIMATES (PART E) OF IMPORTANCE RANK OF GOALS AND WHERE THEY ARE BETTER SATISFIED<sup>a</sup>  
(by Occupation of Parent)

Goals	Occupation							
	Blue Collar		White Collar		Farm		Military	
	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value
1. Travel and new experience	24	3.3	14	3.4	24.5	3.0	12.5	3.1
2. Training for greater responsibility	21	4.4	21	4.6	12	4.4	16	4.2
3. Opportunity for education	7	4.4	8	5.0	9.5	4.8	9	4.3
4. Health care	10	3.2	19.5	3.3	9.5	3.3	16	2.7
5. Opportunity to serve country	18	2.9	22	3.1	13.5	3.2	28.5	2.9
6. Job security	5	3.8	9	4.0	8	4.0	7	3.2
7. Satisfying work	4	5.3	2	5.5	3.5	5.1	4.5	5.2
8. Opportunity to find beauty in life	16	5.6	19.5	5.6	15	5.4	12.5	5.2
9. Satisfying friendships	15	5.0	10	4.9	20	4.9	12.5	4.6
10. Recreation opportunity	30	5.0	29	5.9	30	5.0	22	4.8
11. Free time	25	5.5	28	5.3	27	5.3	22	5.2
12. Happy family life	1	5.6	1	5.5	1	5.5	1	5.3
13. Doing important work	21	4.7	15	5.1	20	4.6	22	4.5
14. Security for family	2	4.5	4	4.6	2	4.3	2	3.6
15. Ability to plan future	13	5.4	11	5.7	11	5.5	16	5.0
16. Ability to make better world	17	4.6	16	5.0	13.5	4.7	28.5	4.4
17. Treated like a person	9	5.6	12.5	5.7	20	5.5	12.5	5.3
18. Satisfactory income	6	5.4	5	5.7	5	5.3	4.5	5.1
19. Comfortable life	23.5	5.4	23.5	5.7	24.5	5.5	22	5.3
20. Exciting life	22	4.6	25	4.6	29	4.4	26.5	4.0
21. Good working conditions	22	5.4	23.5	5.6	17	5.4	22	5.2
22. Good leaders and bosses	27	4.9	26	5.0	23	4.6	26.5	4.7
23. Be treated fairly under law	23.5	4.7	27	4.3	20	4.6	25	4.7
24. Personal freedom and control	9	5.9	7	6.0	5.5	5.7	9	5.7
25. Have respect of others	19	4.7	18	4.8	27	4.4	19	4.4
26. Acquire knowledge and wisdom	12	4.7	12.5	5.1	17	4.6	9	4.6
27. Make the most of myself	11	5.2	6	5.5	6.5	5.3	6	4.8
28. Recognition of my ability	21	5.0	17	5.3	17	5.0	18	4.7
29. Good race relations	27	3.9	30	3.9	27	3.6	30	3.5
30. Have self-respect	3	4.8	3	4.9	3.5	4.7	3	4.3
Means		4.78		4.97		4.72		4.46

<sup>a</sup>Indifference value = 4.0; less than 4 favors Army, more than 4 favors civilian environment.

Table B9  
PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
(by Parent's Level of Education)

Value Category	Level of Education														
	Grade School			High School			Some College			College Graduate			Postgraduate Study		
	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI
Work	4.4	3.1	1.42	3.9	3.4	1.15	4.1	3.4	1.19	3.9	3.4	1.15	3.9	3.0	1.30
Family	5.7	2.2	2.59	5.7	2.1	2.71	5.6	2.2	2.54	5.8	2.3	2.52	5.7	2.3	2.48
Friendships	5.1	4.5	1.13	5.1	4.2	1.21	5.1	4.2	1.21	5.2	4.0	1.30	5.2	4.1	1.29
Personal Development	4.7	3.1	1.52	4.5	3.2	1.41	4.5	3.0	1.50	4.7	2.9	1.62	4.5	2.7	1.66
Economic Security	3.9	3.1	1.26	3.4	3.3	1.03	3.5	3.4	1.03	3.4	3.6	.94	3.6	4.1	.88
Comfort and Pleasure	4.4	4.5	.98	4.0	4.5	.88	4.0	4.5	.88	3.9	4.4	.89	4.1	4.8	.85
Means			1.48			1.40			1.39			1.40			1.41

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.



Table B10

ESTIMATES (PART E) OF IMPORTANCE RANK OF GOALS AND WHERE THEY ARE BETTER SATISFIED<sup>a</sup>  
(by Parent's Level of Education)

Goals	Education Level									
	Grade School <sup>b</sup>		High School Graduate		Some College		College Graduate		Postgraduate Study	
	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value
1. Travel and new experience	12.5	2.6	14	3.3	17.5	3.5	14	3.5	14.5	3.3
2. Training for greater responsibility	15.5	3.9	16	4.4	20.5	4.6	23	4.6	20.5	4.6
3. Opportunity for education	8	3.8	8	4.4	9	5.0	8	5.0	7	5.1
4. Health care	7	2.8	11	3.3	11.5	3.2	20.5	3.4	20.5	3.1
5. Opportunity to serve country	10	2.6	22	3.0	20.5	3.0	23	3.1	24	3.4
6. Job security	3	3.4	6	3.9	8	3.8	9	4.0	13	4.0
7. Satisfying work	5	4.7	4	5.3	3	5.5	2	5.5	2	5.4
8. Opportunity to find beauty in life	23.5	5.1	20	5.5	17.5	5.7	19	5.6	18	5.8
9. Satisfying friendships	23.5	4.8	15	4.9	10	4.9	11.5	4.7	10	5.0
10. Recreation opportunity	30	4.6	30	4.9	29	5.1	23	5.1	28	4.9
11. Free time	28	5.2	26	5.3	26	5.5	29	5.4	23	5.1
12. Happy family life	1	5.2	1	5.5	1	5.5	1	5.6	1	5.5
13. Doing important work	12.5	4.1	25	4.7	14	5.0	18	5.0	8.5	5.1
14. Security for family	2	3.8	2	4.4	2	4.4	5	4.7	4.5	4.4
15. Ability to plan future	12.5	5.1	12	5.4	13	5.4	10	5.7	19	5.5
16. Ability to make better world	18	4.2	17	4.6	23	4.7	13	4.9	16	5.3
17. Treated like a person	17	5.1	10	5.6	11.5	5.7	16	5.6	11.5	5.6
18. Satisfactory income	4	4.9	5	5.5	5	5.6	3.5	5.7	11.5	5.4
19. Comfortable life	26.5	5.1	23.5	5.5	24	5.6	20.5	5.7	26	5.4
20. Exciting life	29	3.8	28	4.5	27	4.5	25.5	4.7	26	4.7
21. Good working conditions	20	4.9	20	5.5	22	5.5	27.5	5.6	26	5.6
22. Good leaders and bosses	22	4.4	29	4.9	28	4.9	27.5	5.1	22	5.0
23. Be treated fairly under law	21	4.4	23.5	4.8	25	4.8	25.5	4.9	29	4.7
24. Personal freedom and control	15.5	5.4	9	5.8	7	5.9	7	5.9	4.5	5.9
25. Have respect of others	26.5	4.3	18	4.7	19	4.6	16	4.7	17	4.7
26. Acquire knowledge and wisdom	12.5	4.1	13	4.8	15	5.0	11.5	5.0	8.5	5.2
27. Make the most of myself	9	4.6	7	5.2	6	5.4	6	5.6	6	5.4
28. Recognition of my ability	19	4.4	20	5.0	16	5.1	16	5.4	14.5	5.7
29. Good race relations	25	3.6	27	3.8	30	3.9	30	3.9	30	3.3
30. Have self-respect	6	4.2	3	4.8	4	4.7	3.5	4.9	3	5.0
Means		4.30		4.77		4.87		4.95		4.92

<sup>a</sup>Indifference value = 4.0; less than 4 favors Army, more than 4 favors civilian environment.

<sup>b</sup>Grade school not shown as N was too small.

Table B11

PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
 ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
 (by Component and Education Level of Parents, for E1-E4)

Value Category	Component	Education Level of Parent														
		Grade School			High School			Some College			College Graduate			Postgraduate Study		
		Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI
Work	RA	3.6	3.9	0.92	3.7	3.7	1.00	3.2	3.8	0.84	3.2	3.1	1.03	2.8	3.6	0.78
	AUS	2.8	3.8	0.74	3.1	3.8	0.82	3.2	4.1	0.78	2.7	4.1	0.66	3.1	3.1	1.00
Family	RA	5.7	2.4	2.38	5.6	2.2	2.54	5.3	2.3	2.30	6.2	2.6	2.38	4.5	2.3	1.96
	AUS	4.9	2.4	2.04	5.4	2.1	2.57	5.2	2.1	2.48	5.6	2.4	2.33	5.8	2.4	2.42
Friendships	RA	5.1	3.9	1.31	4.8	3.9	1.23	5.0	3.8	1.32	4.9	3.5	1.40	4.6	4.1	1.12
	AUS	4.9	4.0	1.22	5.0	3.7	1.35	5.0	3.8	1.32	4.9	4.0	1.22	5.4	3.7	1.46
Personal Development	RA	4.3	2.5	1.72	4.1	3.0	1.37	4.2	2.8	1.50	4.4	2.7	1.63	3.6	2.2	1.64
	AUS	3.5	3.0	1.17	3.7	3.1	1.19	3.7	3.3	1.12	3.9	2.3	1.70	3.7	2.4	1.54
Economic Security	RA	2.4	2.9	0.83	2.7	3.6	0.75	2.7	3.4	0.79	2.6	4.0	0.65	2.2	4.1	0.54
	AUS	2.0	3.2	0.62	2.2	3.4	0.65	2.2	3.6	0.61	2.1	3.6	0.58	2.6	4.5	0.58
Comfort and Pleasure	RA	3.4	4.3	0.79	3.5	4.4	0.80	3.4	3.9	0.87	2.8	4.3	0.65	3.3	4.5	0.73
	AUS	3.0	3.8	0.79	2.9	4.2	0.69	2.9	4.1	0.71	2.9	4.5	0.64	2.6	5.1	0.51
Means	RA	4.08		1.32	4.07		1.28	3.97		1.27	4.02		1.29	3.50		1.13
	AUS	3.52		1.10	3.72		1.21	3.70		1.17	3.68		1.19	3.86		1.25
N	RA		40			122			57			37			12	
	AUS		28			161			59			29			22	

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

Table B12

ESTIMATES (PART E) OF IMPORTANCE RANK OF GOALS AND WHERE THEY ARE BETTER SATISFIED<sup>a</sup>  
(by Education Level of Parent and Component, for E1-E4)

Goals	Component	Education Level of Parents									
		Grade School		High School		Some College		College Graduate		Postgraduate Study	
		Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value
1. Travel and new experience	RA	15.5	3.6	15.5	3.7	18	4.2	25	4.2	25.5	4.5
	AUS	23.5	3.5	21	4.4	20	4.8	24	4.3	25.5	4.4
2. Training for greater responsibility	RA	19.5	4.3	20.5	4.6	30	4.9	16	4.9	27	6.6
	AUS	14	4.9	23	5.7	25.5	5.7	23	6.2	19.5	5.6
3. Opportunity for education	RA	4	4.3	4.5	4.8	10	5.2	13.5	5.3	3	6.9
	AUS	8	5.1	10	5.5	9	5.9	2	6.6	4.0	5.7
4. Health care	RA	9	3.4	17.5	3.7	12	4.0	20.5	3.8	27	3.5
	AUS	12.5	4.8	13.5	4.3	18	4.0	20	4.2	19.5	3.6
5. Opportunity to serve country	RA	25	3.0	26	3.3	21	3.2	25	3.1	27	4.5
	AUS	23.5	3.4	30	3.7	28.5	4.3	23	4.1	25.5	4.0
6. Job security	RA	7	4.2	7	4.4	10	4.5	13.5	5.0	21	5.5
	AUS	5	4.7	12	5.0	12.5	4.6	12.5	4.0	15.5	5.1
7. Satisfying work	RA	7	5.7	2	5.7	6	6.0	5	5.9	6.5	6.5
	AUS	2.5	6.3	2	6.5	3	6.6	5.5	6.6	10	6.7
8. Opportunity to find beauty in life	RA	10	5.9	11.5	6.0	13	6.2	11	5.7	16.5	7.0
	AUS	23.5	6.1	15	6.4	11	6.7	12.5	6.7	10	6.8
9. Satisfying friendships	RA	12	5.6	23	5.3	8	5.4	11	4.9	12	6.0
	AUS	23.5	5.8	11	5.6	9	5.7	12.5	5.3	15.5	5.9
10. Recreation opportunity	RA	28.5	5.2	29	5.4	28.5	5.7	27	5.7	27	5.9
	AUS	30	5.6	29	5.9	28.5	5.8	20	6.4	15.5	5.6
11. Free time	RA	28.5	5.2	29	5.4	28.5	5.7	27	5.7	27	5.9
	AUS	17.5	6.3	21	6.2	23	6.2	28	6.4	19.5	6.1
12. Happy family life	RA	1	5.9	1	6.2	1	6.1	1	6.1	1.5	6.4
	AUS	1	6.5	1	6.5	1	6.4	1	6.7	4.5	6.1
13. Doing important work	RA	18	4.6	24	5.0	24.5	5.7	20.5	5.5	6.5	6.9
	AUS	23	5.4	27	5.8	23	5.8	15.5	6.1	6	6.1
14. Security for family	RA	2	4.6	2	5.2	3	5.1	3	5.8	12	5.5
	AUS	2.5	5.6	6	5.7	6	5.4	7	5.8	12	5.6
15. Ability to plan future	RA	15.5	5.1	10	5.6	6	5.5	16	6.0	12	6.5
	AUS	12.5	6.1	9	6.3	16	6.4	9.5	6.6	25.5	6.4
16. Ability to make better world	RA	23	4.6	20.5	4.9	18	4.9	11	4.9	6.5	6.7
	AUS	10.5	5.0	17.5	5.6	20	5.9	15.5	6.0	7.5	6.0
17. Treated like a person	RA	7	6.0	6	6.0	6	6.4	7	6.1	6.5	6.7
	AUS	10.5	6.3	3	6.5	7	6.6	12.5	6.6	2	6.4
18. Satisfactory income	RA	5	5.8	8	6.0	14	6.1	5	6.1	12	6.5
	AUS	5	6.3	7	6.6	9	6.6	5.5	6.6	25.5	6.2
19. Comfortable life	RA	23	5.6	20.5	5.9	21	6.2	16	6.2	21	6.6
	AUS	28	6.3	17.5	6.4	23	6.5	17	6.7	25.5	6.2
20. Exciting life	RA	28.5	4.8	28	5.2	24.5	5.6	20.5	5.2	21	6.3
	AUS	17.5	5.6	25.5	5.8	25.5	6.0	20	6.4	30	6.2

B12 Table (continued)

Goals	Component	Education Level of Parents									
		Grade School		High School		Some College		College Graduate		Postgraduate Study	
		Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value
21. Good working conditions	RA	12	5.3	15.5	5.6	24.5	5.8	30	5.7	27	6.3
	AUS	17.5	6.2	21	6.3	16	6.1	20	6.4	25.5	6.2
22. Good leaders and bosses	RA	28.5	4.9	30	5.2	28.5	5.3	28.5	5.3	27	6.2
	AUS	23.5	6.0	28	6.0	28.5	5.7	28	5.9	25.5	6.2
23. Be treated fairly under law	RA	21	4.9	14	5.2	15.5	5.5	20.5	5.3	16.5	5.3
	AUS	17.5	5.3	19	5.6	12.5	5.6	14	5.6	19.5	5.2
24. Personal freedom and control	RA	15.5	5.7	4.5	6.0	4	6.4	3.5	5.9	6.5	6.7
	AUS	8	6.2	5	6.6	2	6.7	3.5	6.7	2	6.4
25. Have respect of others	RA	19.5	4.9	17.5	4.9	18	5.0	25	5.2	21	4.8
	AUS	28	5.3	16	5.6	20	5.1	24	5.3	13	5.8
26. Acquire knowledge and wisdom	RA	15.5	4.6	13	5.0	15.5	5.3	3.5	5.3	12	6.7
	AUS	23.5	5.5	13.5	5.7	14	5.9	3.5	6.2	7.5	6.0
27. Make the most of myself	RA	12	5.3	11.5	5.6	10	5.9	5	5.8	6.5	6.7
	AUS	5	6.5	8	6.3	5	6.3	3.5	6.8	4.5	6.5
28. Recognition of my ability	RA	26	4.9	27	5.2	21	5.3	28.5	5.5	15.5	6.5
	AUS	17.5	6.0	24	6.1	16	6.1	20	6.5	15.5	6.0
29. Good race relations	RA	23	4.2	20.5	4.1	24.5	4.3	20.5	4.4	27	4.0
	AUS	17.5	4.6	25.5	4.5	28.5	4.7	28	4.4	25.5	4.3
30. Have self-respect	RA	3	4.9	3	5.2	2	5.4	2	5.4	1.5	5.8
	AUS	8	5.5	4	5.8	4	5.6	8	5.7	2	5.7
Means	RA		4.91		5.16		5.37		5.34		5.96
	AUS		5.56		5.76		5.80		5.91		5.77
N	RA		40		122		57		37		12
	AUS		28		161		59		29		22

\*Indifference value = 4.0; less than 4 favors Army, more than 4 favors civilian environment.

Table B13

PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
 ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
 (by Education Level of Parent and Component, for O1-O3 and W1-W4)

Value Category	Component	Less than College Graduate <sup>c</sup>			College Graduate		
		Sat	Imp	SI	Sat	Imp	SI
Work	RA	4.8	3.0	1.60	4.0	3.4	1.18
	AUS	4.8	2.8	1.71	4.2	3.1	1.35
	Res	4.4	2.9	1.52	4.2	3.4	1.24
Family	RA	6.2	2.6	2.38	5.3	2.5	2.12
	AUS	6.0	2.4	2.50	5.6	2.3	2.43
	Res	6.0	2.2	2.73	6.2	2.2	2.82
Friendships	RA	5.2	4.9	1.06	5.0	4.5	1.11
	AUS	5.5	4.2	1.31	5.2	4.6	1.13
	Res	5.1	4.7	1.08	4.9	3.9	1.26
Personal Development	RA	4.9	2.8	1.75	5.5	1.9	2.89
	AUS	5.3	2.9	1.83	4.7	3.3	1.42
	Res	4.8	3.0	1.60	4.6	2.9	1.59
Economic Security	RA	4.3	3.1	1.39	5.1	4.0	1.28
	AUS	4.5	3.7	1.22	4.1	3.5	1.17
	Res	4.4	3.3	1.33	4.4	3.8	1.16
Comfort and Pleasure	RA	5.1	4.7	1.08	5.5	4.5	1.22
	AUS	5.1	4.9	1.04	4.6	4.2	1.10
	Res	5.2	4.9	1.06	4.4	4.2	1.05
Means	RA	5.1		1.54	5.1		1.63
	AUS	5.2		1.60	4.7		1.43
	Res	5.0		1.55	4.8		1.52
N	RA		23			9	
	AUS		57			28	
	Res		64			27	

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

Table B14

ESTIMATES (PART E) OF IMPORTANCE RANK OF GOALS  
AND WHERE THEY ARE BETTER SATISFIED<sup>a</sup>  
(by Education Level of Parent and Component, for O1-03 and W1-W4)

Goals	Component	Education Level of Parent			
		Not College Graduate		College Graduate	
		Imp. Rank	Scale Value	Imp. Rank	Scale Value
1. Travel and new experience	RA	13.5	2.1	22	2.5
	AUS	17	2.4	18	3.1
	Res	13.5	2.6	15.5	3.0
2. Training for greater responsibility	RA	13.5	3.7	22	3.9
	AUS	9.5	3.6	21.5	4.1
	Res	13.5	3.9	22	4.1
3. Opportunity for education	RA	13.5	4.2	8	4.8
	AUS	6	4.3	13.5	5.0
	Res	7	4.2	9	5.6
4. Health care	RA	19	2.7	22	2.5
	AUS	9.5	2.5	21.5	3.5
	Res	10	2.6	25.5	2.7
5. Opportunity to serve country	RA	19	2.4	14.5	2.4
	AUS	14.5	2.8	25	3.1
	Res	20.5	2.5	25.5	3.7
6. Job security	RA	5	2.6	14.5	2.9
	AUS	12	2.9	6	3.8
	Res	12	3.1	15.5	3.7
7. Satisfying work	RA	2	4.3	4.5	5.7
	AUS	3.5	4.6	1	5.3
	Res	1.5	5.1	2	6.0
8. Opportunity to find beauty in life	RA	24	4.7	22	5.7
	AUS	27.5	4.8	25	5.6
	Res	28	5.3	18.5	5.7
9. Satisfying friendships	RA	9.5	3.8	8	5.5
	AUS	14.5	4.6	13.5	4.9
	Res	13.5	4.5	6	4.9
10. Recreation opportunity	RA	27.5	4.1	28	4.9
	AUS	23	4.2	28.5	5.0
	Res	29.5	4.3	18.5	4.4
11. Free time	RA	29.5	4.6	28	4.8
	AUS	27.5	4.6	25	4.9
	Res	26.5	4.4	22	4.5
12. Happy family life	RA	6	4.7	1.5	5.2
	AUS	1	4.6	3	5.4
	Res	1.5	4.8	1	5.6
13. Doing important work	RA	13.5	3.8	14.5	4.5
	AUS	9.5	4.3	13.5	4.9
	Res	13.5	4.7	12	5.1
14. Security for family	RA	2	3.2	8	3.6
	AUS	2	3.3	2	4.4
	Res	4	3.6	9	3.8
15. Ability to plan future	RA	19	4.5	3	4.8
	AUS	9.5	4.8	8	5.8
	Res	16	5.4	11	5.3

Table B14 (continued)

Goals	Component	Education Level of Parent			
		Not College Graduate		College Graduate	
		Imp. Rank	Scale Value	Imp. Rank	Scale Value
16. Ability to make better world	RA	9.5	4.2	22	4.6
	AUS	17	4.2	28.5	4.9
	Res	20.5	4.5	13.5	5.6
17. Treated like a person	RA	24	4.7	28	5.4
	AUS	25	4.9	13.5	5.6
	Res	20.5	5.1	18.5	5.7
18. Satisfactory income	RA	2	4.6	8	4.5
	AUS	3.5	4.7	6	5.5
	Res	3	4.7	13.5	5.3
19. Comfortable life	RA	19	4.6	28	4.9
	AUS	23	4.9	21.5	5.4
	Res	26.5	4.6	29	5.0
20. Exciting life	RA	24	3.2	14.5	3.0
	AUS	20	3.7	21.5	4.6
	Res	17	4.0	29	5.1
21. Good working conditions	RA	24	5.1	14.5	5.0
	AUS	27.5	5.0	18	5.6
	Res	20.5	5.0	22	5.5
22. Good leaders and bosses	RA	13.5	4.0	14.5	5.0
	AUS	20	4.2	13.5	5.0
	Res	25	4.6	25.5	5.0
23. Be treated fairly under law	RA	27.5	3.7	22	4.1
	AUS	27.5	4.0	28.5	5.0
	Res	24	4.3	25.5	5.1
24. Personal freedom and control	RA	13.5	4.9	8	5.4
	AUS	17	5.4	6	5.9
	Res	8.5	5.8	3.5	6.1
25. Have respect of others	RA	19	4.3	14.5	3.6
	AUS	23	4.2	18	4.3
	Res	20.5	4.4	9	5.0
26. Acquire knowledge and wisdom	RA	24	4.1	22	4.5
	AUS	13	4.2	9.5	5.0
	Res	8.5	4.7	7	5.3
27. Make the most of myself	RA	4	4.5	4.5	4.6
	AUS	5	4.7	13.5	5.6
	Res	6	4.9	5	6.0
28. Recognition of my ability	RA	7.5	4.4	14.5	4.1
	AUS	20	4.4	9.5	5.2
	Res	20.5	5.0	18.5	5.7
29. Good race relations	RA	29.5	3.5	28	3.2
	AUS	30	3.3	28.5	4.0
	Res	29.5	3.6	29	4.0
30. Have self-respect	RA	7.5	4.0	1.5	3.9
	AUS	7	4.0	4	5.0
	Res	5	4.3	3.5	5.4
Means	RA		3.97		4.32
	AUS		4.14		4.85
	Res		4.35		4.94
N	RA	23		9	
	AUS	57		28	
	Res	64		27	

\*Indifference value = 4.0; less than 4 favors Army, more than 4 favors civilian environment.

Table B15

PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
 ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
 (by Room of One's Own)

Value Category	Room of One's Own					
	Yes			No		
	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI
Work	4.0	3.4	1.18	4.1	3.3	1.24
Family	5.8	2.2	2.64	5.6	2.2	2.55
Friendships	5.1	4.2	1.21	5.1	4.3	1.19
Personal Development	4.4	3.1	1.42	4.7	3.0	1.57
Economic Security	3.4	3.5	.97	3.6	3.3	1.09
Comfort and Pleasure	4.1	4.4	.93	4.1	4.5	.91
Means			1.39			1.42

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.



Table B16  
ESTIMATES (PART E) OF IMPORTANCE RANK OF GOALS  
AND WHERE THEY ARE BETTER SATISFIED<sup>a</sup>  
(by Room of One's Own)

Goals	Room of One's Own			
	Yes		No	
	Imp. Rank	Scale Value	Imp. Rank	Scale Value
1. Travel and new experience	15	3.3	14	3.1
2. Training for greater responsibility	21	4.5	18	4.3
3. Opportunity for education	9	4.8	7	4.3
4. Health care	14	3.3	8	3.1
5. Opportunity to serve country	23	3.0	20	2.9
6. Job security	8	4.0	6	3.7
7. Satisfying work	3	5.4	4	5.1
8. Opportunity to find beauty in life	17	5.6	23	5.4
9. Satisfying friendships	12	4.9	15	4.8
10. Recreation opportunity	29	5.0	30	4.8
11. Free time	24	5.3	28	5.3
12. Happy family life	1	5.5	1	5.4
13. Doing important work	16	4.9	21	4.6
14. Security for family	2	4.5	2	4.2
15. Ability to plan future	11	5.6	13	5.2
16. Ability to make better world	18	4.8	19	4.5
17. Treated like a person	10	5.7	11.5	5.4
18. Satisfactory income	5	5.6	5	5.2
19. Comfortable life	19.5	5.6	27	5.3
20. Exciting life	27	4.6	29	4.3
21. Good working conditions	25	5.5	24	5.3
22. Good leaders and bosses	28	5.0	25.5	4.7
23. Be treated fairly under law	26	4.9	22	4.6
24. Personal freedom and control	7	5.9	10	5.7
25. Have respect of others	22	4.7	16	4.5
26. Acquire knowledge and wisdom	13	4.9	11.5	4.6
27. Make the most of myself	6	5.4	9	4.9
28. Recognition of my ability	19.5	5.2	17	4.8
29. Good race relations	30	3.8	25.5	3.8
30. Have self-respect	4	4.8	3	4.6
Means		4.87		4.61

<sup>a</sup>Indifference value = 4.0; less than 4 favors Army, more than 4 favors civilian environment.

Table B17  
 PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
 ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
 (by Size of Community in Which Reared)

Value Category	Size of Community											
	Farm			Small Town			Suburb			City		
	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI
Work	4.3	3.2	1.34	4.2	3.3	1.27	3.8	3.5	1.08	3.9	3.4	1.15
Family	5.7	2.2	2.59	5.7	2.1	2.71	5.6	2.3	2.43	5.7	2.2	2.59
Friendships	5.2	4.1	1.27	5.1	4.3	1.19	5.0	4.1	1.22	5.1	4.2	1.21
Personal Development	4.5	3.3	1.36	4.6	3.1	1.48	4.4	2.6	1.57	4.5	3.1	1.45
Economic Security	3.8	3.4	1.12	3.7	3.4	1.09	3.2	3.5	0.91	3.3	3.3	1.00
Comfort and Pleasure	4.2	4.4	0.95	4.3	4.5	0.96	3.7	4.6	0.80	4.0	4.4	0.91
Means			1.44			1.45			1.32			1.38

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

Table B18  
ESTIMATES (PART E) OF IMPORTANCE RANK OF GOALS AND WHERE THEY ARE BETTER SATISFIED<sup>a</sup>  
(by Size of Community in which Reared)

Goals	Size of Community							
	Farm		Small Town		Suburb		City	
	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value
1. Travel and new experience	19	2.9	16	3.0	15	3.6	13.5	3.4
2. Training for greater responsibility	10	4.2	19.5	4.3	21	4.6	20	4.5
3. Opportunity for education	7.5	4.4	8.5	4.4	6	4.8	9	4.6
4. Health care	9	3.3	12	3.1	14	3.3	10	3.3
5. Opportunity to serve country	13.5	2.9	18	2.8	21	2.8	23	3.2
6. Job security	6	3.8	6	3.6	12	3.7	6	4.1
7. Satisfying work	5	5.0	4	5.0	2	5.5	3.5	5.5
8. Opportunity to find beauty in life	20.5	5.2	23	5.4	17	5.6	18.5	5.6
9. Satisfying friendships	15	4.7	17	4.8	9	4.8	15	5.1
10. Recreation opportunity	29	4.7	30	4.7	29.5	5.1	30	5.1
11. Free time	26	5.0	27	5.1	26	5.5	27	5.5
12. Happy family life	1	5.2	1	5.3	1	5.6	1	5.6
13. Doing important work	17.5	4.6	13	4.6	19	4.9	17	4.9
14. Security for family	2	4.1	2	4.1	3	4.5	2	4.6
15. Ability to plan future	11	5.2	14	5.2	13	5.6	11	5.5
16. Ability to make better world	17.5	4.4	19.5	4.5	16	4.8	21.5	4.8
17. Treated like a person	23	5.2	10	5.5	10	5.7	12	5.7
18. Satisfactory income	4	5.0	5	5.3	5	5.6	5	5.6
19. Comfortable life	26	5.2	22	5.3	24	5.7	24	5.6
20. Exciting life	26	4.3	28	4.2	28	4.8	29	4.6
21. Good working conditions	15	5.1	25	5.3	23	5.5	25	5.5
22. Good leaders and bosses	28	4.4	25	4.7	25	5.0	28	5.0
23. Be treated fairly under law	24	4.5	25	4.7	27	4.7	21.5	5.0
24. Personal freedom and control	12	5.5	8.5	5.7	7	6.0	8	6.0
25. Have respect of others	22	4.3	15	4.5	21	4.8	18.5	4.7
26. Acquire knowledge and wisdom	20.5	4.4	11	4.6	11	5.0	13.5	4.8
27. Make the most of myself	7.5	4.7	7	5.1	8	5.4	7	5.3
28. Recognition of my ability	13.5	4.7	21	4.9	18	5.2	16	5.1
29. Good race relations	30	3.7	29	3.7	29.5	3.9	26	3.9
30. Have self-respect	3	4.6	3	4.6	4	4.8	3.5	4.9
Means		4.51		4.60		4.89		4.90

<sup>a</sup>Indifference value = 4.0; less than 4 favors Army, more than 4 favors civilian environment.

Table B19

PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
(by Region<sup>c</sup> of US in Which Reared)

Value Category	Region																	
	New England			Mid. Atlantic			E. No. Central			W. No. Central			So. Atlantic			E. So. Central		
	Sat	Imp	SI <sup>d</sup>	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI
Work	4.0	3.7	1.08	4.1	3.2	1.28	3.9	3.5	1.11	3.9	3.5	1.11	4.2	3.3	1.27	4.2	3.5	1.20
Family	5.4	2.1	2.57	5.8	2.2	2.63	5.7	2.2	2.59	5.4	2.3	2.35	5.8	2.2	2.64	6.1	1.9	3.21
Friendships	5.2	4.1	1.27	4.9	4.3	1.14	5.2	4.1	1.27	4.9	4.2	1.67	5.2	4.3	1.21	5.2	4.5	1.16
Personal Development	4.8	3.1	1.55	4.6	2.9	1.59	4.4	3.1	1.42	4.4	3.1	1.42	4.6	3.0	1.53	4.7	3.2	1.47
Economic Security	3.8	3.5	1.09	3.5	3.5	1.00	3.1	3.6	.86	3.5	3.3	1.06	3.4	3.1	1.10	3.9	3.1	1.26
Comfort and Pleasure	4.1	4.5	.91	4.1	4.8	.85	3.9	4.4	.89	3.8	4.4	.86	4.4	4.3	1.02	4.5	4.4	1.02
Means			1.41			1.42			1.36			1.41			1.46			1.55

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>New England - Maine, N.H., Vt., Mass., R.I., Conn.

Middle Atlantic - N.Y., N.J., Pa.

East North Central - Ohio, Ind., Ill., Mich., Wis.

West North Central - Minn., Iowa, Mo., N.Dak., S.Dak., Nebr., Kans.

South Atlantic - Del., Md., D.C., Va., W.Va., N.C., S.C., Ga., Fla.

East South Central - Ky., Tenn., Ala., Miss.

West South Central - Ark., La., Okla., Tex.

Mountain - Montana, Idaho, Wyo., Colo., N.Mex., Ariz., Utah, Nev.

Pacific - Wash., Ore., Calif., Alaska, Hawaii

<sup>d</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

Table B20

ESTIMATES (PART E) OF IMPORTANCE RANK OF GOALS AND WHERE THEY ARE BETTER SATISFIED<sup>a</sup>  
(by Region<sup>b</sup> of U.S. in Which Reared)

Goals	Region															
	New England		Mid. Atlantic		E. No. Central		W. No. Central		S. Atlantic		E. So. Central		W. So. Central		Mountain	
	Imp. Scale Rank	Value	Imp. Scale Rank	Value	Imp. Scale Rank	Value	Imp. Scale Rank	Value	Imp. Scale Rank	Value	Imp. Scale Rank	Value	Imp. Scale Rank	Value	Imp. Scale Rank	Value
1. Travel and new experience	24.5	3.0	14.5	3.4	19	3.4	15	3.2	11	3.1	14	2.6	17.5	3.0	13	3.1
2. Training for greater responsibility	24.5	4.3	23	4.2	17.5	4.6	26	4.5	13	4.3	16.5	3.8	14	4.3	17.5	4.2
3. Opportunity for education	6.5	4.8	12	4.5	10.5	4.9	10.5	4.5	7	4.2	3	4.2	8	4.1	5	4.6
4. Health care	11.5	2.7	16	3.3	13.5	3.4	13	3.0	8.5	3.0	5.5	2.9	10	3.0	15	3.6
5. Opportunity to serve country	19	2.6	21	3.2	20.5	2.9	18	3.1	22.5	2.8	20.5	2.6	17.5	2.7	17.5	3.3
6. Job security	10	3.6	8	3.9	7	4.1	7	3.7	5.5	3.7	5	3.5	6	3.9	11.5	3.7
7. Satisfying work	8	5.3	2	5.1	3	5.7	3.5	5.2	4	5.1	6.5	4.9	5	5.0	7	5.4
8. Opportunity to find beauty in life	22.5	5.4	26	5.5	15	5.7	25	5.4	18.5	5.3	30	5.1	25	5.4	15	5.6
9. Satisfying friendships	6.5	5.5	17.5	5.0	13.5	5.1	11	4.8	16	4.8	16.5	4.5	17.5	4.6	20.5	5.0
10. Recreation opportunity	22.5	4.6	30	4.8	30	5.1	29	4.9	29	4.8	29	4.4	29	4.8	25.5	5.1
11. Free time	29	5.4	23	5.2	23.5	5.5	29	5.2	27.5	4.9	27	5.1	23	5.5	25.5	5.1
12. Happy family life	1	5.3	1	5.3	1	5.7	1	5.4	1	5.4	1	5.3	1	5.3	1.5	5.3
13. Doing important work	19	4.6	12	4.8	17.5	4.8	18	4.9	20.5	4.7	25	4.3	23	4.5	20.5	4.9
14. Security for family	2	4.3	3	4.2	2	4.8	2	4.7	2	4.1	2	3.8	2	4.2	3	4.3
15. Ability to plan future	11.5	5.7	12	5.4	20.5	5.8	9	5.5	13	5.1	11	5.2	12	5.2	11.5	5.4
16. Ability to make better world	13	4.8	19	4.7	23.5	4.8	15	4.8	25	4.5	15	4.2	17.5	4.5	9.5	4.5
17. Treated like a person	15	5.4	9	5.4	8	5.7	10.5	5.4	17	5.4	11	5.2	11	5.5	7	5.6
18. Satisfactory income	5	5.4	6	5.5	5	5.8	5	5.3	3	5.3	4	4.8	4	5.2	9.5	5.4
19. Comfortable life	27	5.3	20	5.3	28	5.7	20.5	5.4	22.5	5.3	22.5	5.1	21	5.3	25.5	5.6
20. Exciting life	27	3.9	29	4.4	26	4.7	20	4.3	30	4.3	20.5	3.9	30	4.4	25.5	4.5
21. Good working conditions	15	5.4	26	5.3	27	5.6	22.5	5.3	15	5.2	19	5.2	23	5.3	20.5	5.4
22. Good leaders and bosses	15	4.8	23	4.9	25	5.0	27	4.7	26	4.5	25	4.6	28	4.7	29	5.1
23. Be treated fairly under law	27	4.9	26	4.7	22	4.9	20.5	4.7	18.5	4.7	25	4.2	20	4.6	28	4.9
24. Personal freedom and control	4	5.9	7	5.7	6	5.9	8	5.7	10	5.7	9	5.7	9	5.8	7	5.8
25. Have respect of others	19	4.2	17.5	4.5	16	4.9	18	4.6	24	4.5	28	4.3	14	4.5	20.5	4.3
26. Acquire knowledge and wisdom	19	4.5	10	4.8	12	5.0	22.5	4.6	13	4.5	14	4.3	14	4.5	23	4.7
27. Make the most of myself	9	5.1	5	5.1	9	5.4	5	5.2	8.5	5.0	11	4.8	7	5.0	4	5.3
28. Recognition of my ability	19	5.1	14.5	5.0	20.5	5.3	15	4.9	20.5	4.8	14	4.5	26	4.9	15	5.1
29. Good race relations	30	3.7	28	3.9	29	4.1	29	3.7	27.5	3.6	22.5	3.4	27	3.7	30	3.6
30. Have self-respect	3	4.5	4	4.7	4	4.9	3.5	4.8	5.5	4.5	8	4.2	3	4.6	1.5	5.0
Means		4.63		4.72		4.97		4.71		4.57		4.35		4.61		4.80

<sup>a</sup> Difference value = 4.0: less than 4 favors Army, more than 4 favors civilian environment.

<sup>b</sup> New England - Maine, N.H., Vt., Mass., R.I., Conn.

Mid. Atlantic - N.Y., N.J., Pa.

East North Central - Ohio, Ind., Ill., Mich., Wis.

West North Central - Minn., Iowa, Mo., N.Dak., S.Dak., Nebr., Kans.

South Atlantic - Del., Md., D.C., Va., W.Va., N.C., S.C., Ga., Fla.

East South Central - Ky., Tenn., Ala., Miss.

West South Central - Ark., La., Okla., Tex.

Mountain - Montann, Idaho, Wyo., Colo., N.Mex., Ariz., Utah, Nev.

Pacific - Wash., Ore., Calif., Alaska, Hawaii

Table B21

IMPORTANCE (%) ATTACHED TO PART E VALUE ITEMS  
by Militarily Oriented and Civilian Oriented Respondents, by Grade

Goals	Military Orientation				Civilian Orientation			
	E1-E4	E5-E9	O1-O3	O4-O6	E1-E4	E5-E9	O1-O3	O4-O6
1. Travel & new experiences	18.4%	25.0%	17.6%	29.4%	11.4%	11.5%	18.3%	11.5%
2. Training for greater responsibility	28.6	30.0	38.2	22.4	7.6	13.5	11.3	7.7
3. Opportunity for education	28.6	30.0	32.4	15.3	30.7	36.5	25.4	19.2
4. Health care	18.4	40.0	14.7	24.7	11.4	13.5	8.5	11.5
5. Opportunity to serve the country	46.9	53.3	58.8	61.2	3.8	7.7	5.6	3.8
6. Job security	24.5	50.0	32.4	36.5	17.0	23.1	15.5	12.2
7. Satisfying work	26.5	21.7	38.2	44.7	39.8	46.2	67.6	53.3
8. Opportunity to find beauty in life	20.4	5.0	5.9	2.4	39.8	25.0	16.9	26.9
9. Satisfying friendships	16.3	3.3	11.8	12.9	25.4	19.2	26.8	26.9
10. Recreation opportunity	0.0	5.0	2.9	3.5	7.2	13.5	7.0	0.0
11. Free time	14.3	5.0	0.0	5.9	9.5	11.5	5.6	0.0
12. Happy family life	51.0	50.0	58.8	68.2	68.2	59.6	66.2	76.9
13. Doing important work	32.7	15.0	35.3	36.5	16.7	34.6	29.6	26.9
14. Security for family	40.8	75.0	52.9	58.8	37.5	30.8	31.0	46.2
15. Ability to plan future	24.5	15.0	8.8	5.9	22.3	25.0	26.8	42.3
16. Ability to make a better world	34.7	26.7	29.4	18.8	25.0	13.5	22.5	26.9
17. Treated like a person	26.5	8.3	5.9	3.5	36.4	26.9	12.7	3.8
18. Satisfactory income	26.5	51.7	50.0	32.9	27.7	23.1	36.6	42.3
19. Comfortable life	6.1	10.0	2.9	10.6	14.0	21.2	12.7	3.8
20. Exciting life	8.2	3.3	23.5	12.9	8.7	11.5	11.3	7.7
21. Good working conditions	12.2	15.0	0.0	4.7	9.1	11.5	9.9	11.5
22. Good leaders and bosses	12.2	15.0	14.7	16.5	2.7	9.6	7.0	30.8
23. Be treated fairly under the law	20.4	6.7	5.9	9.4	13.3	7.7	8.5	3.8
24. Personal freedom and control	18.4	5.0	5.9	3.5	46.6	48.1	47.9	34.6
25. Have respect of others	22.4	0.0	14.7	18.8	12.5	13.5	15.5	11.5
26. Acquire knowledge and wisdom	16.3	25.0	20.6	16.5	26.5	17.3	28.2	19.2
27. Make the most of myself	30.6	36.7	38.2	38.8	55.7	48.1	67.6	61.5
28. Recognition of my ability	6.1	21.7	20.6	24.7	13.3	26.9	16.9	11.5
29. Good race relations	12.2	16.7	2.9	5.9	7.2	3.8	1.4	0.0
30. Have self-respect	28.6	31.7	52.9	48.2	49.2	42.3	36.6	50.0
N	49	60	34	85	264	52	71	26

Table B22

AFEEES RESPONDENTS:

PAST (PART C) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
 ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
 (by Would or Would Not Enter Armed Forces  
 if no Draft)

Value Category	Would Enter			Would Not Enter		
	Sat	Imp	SI	Sat	Imp	SI
Work	4.6	4.1	1.12	4.6	4.5	1.02
Family	5.2	2.4	2.17	5.0	2.7	1.85
Friendships	5.4	2.8	1.93	5.5	2.8	1.96
Personal Development	4.7	3.4	1.38	4.6	3.2	1.44
Economic Security	4.2	4.3	.98	4.2	4.2	1.00
Comfort and Pleasure	5.3	3.9	1.36	5.3	3.6	1.47
Means	4.90		1.49	4.87		1.46
N		297			549	

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

Table B23

## AFEEES RESPONDENTS:

FUTURE (PART D) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
 ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
 (by Would or Would Not Enter Armed Forces  
 if no Draft)

Value Category	Would Enter			Would Not Enter		
	Sat	Imp	SI	Sat	Imp	SI
Work	5.7	3.1	1.84	5.6	3.5	1.60
Family	6.0	2.4	2.50	6.1	2.4	2.54
Friendships	5.8	3.7	1.57	5.8	3.6	1.61
Personal Development	6.0	3.3	1.82	5.6	3.3	1.70
Economic Security	5.7	3.7	1.54	5.3	3.7	1.43
Comfort and Pleasure	5.8	4.8	1.21	5.6	4.5	1.24
Means	5.83		1.75	5.67		1.68
N		297			549	

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.



Table B24

## AFEES RESPONDENTS:

PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
(by Race)

Value Category	Race					
	White			Black		
	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI
Work	4.7	3.9	1.20	4.4	3.6	1.22
Family	5.6	2.4	2.33	6.3	1.8	3.50
Friendships	5.7	3.2	1.78	5.6	4.1	1.36
Personal Development	4.7	3.0	1.57	4.8	3.4	1.41
Economic Security	3.9	4.0	.98	3.5	3.7	.94
Comfort and Pleasure	5.6	4.5	1.24	5.3	4.4	1.20
Means	5.03		1.52	4.98		1.60
N		685			111	

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

Table B25

AFEEES RESPONDENTS:

PAST (PART C) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
 ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
 (by Race)

Value Category	Race					
	White			Black		
	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI
Work	4.6	4.4	1.04	5.2	4.1	1.27
Family	5.0	2.7	1.85	5.9	1.9	3.10
Friendships	5.5	2.6	2.12	5.7	3.8	1.50
Personal Development	4.6	3.3	1.39	5.2	3.3	1.58
Economic Security	4.2	4.3	.98	4.2	3.9	1.08
Comfort and Pleasure	5.3	3.7	1.43	5.4	4.0	1.35
Means	4.87		1.47	5.27		1.65
N		685			111	

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

Table E26

## AFERS RESPONDENTS:

FUTURE (PART D) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE<sup>b</sup> RANK  
ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
(by Race)

Value Category	Race					
	White			Black		
	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI
Work	5.6	3.4	1.65	5.9	3.3	1.79
Family	6.0	2.4	2.50	6.4	1.9	3.37
Friendships	5.8	3.5	1.6	5.9	4.5	1.31
Personal Development	5.7	3.3	1.73	5.9	3.5	1.68
Economic Security	5.4	3.7	1.46	5.7	3.3	1.73
Comfort and Pleasure	5.6	4.7	1.19	6.0	4.4	1.36
Means	5.68		1.70	5.97		1.87
N		685			111	

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

Table B27

AFJES RESPONDENTS:

PRESENT (PART B) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE RANK<sup>b</sup>  
 ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
 (by Preferred Service)

Value Category	Preferred Service																	
	Army			Navy			Marines			Air Force			Coast Guard			None		
	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI
Work	4.3	3.8	1.13	4.5	4.0	1.12	4.4	3.7	1.19	4.7	3.7	1.27	5.2	3.9	1.33	4.7	3.7	1.27
Family	5.8	2.2	2.64	5.5	2.4	2.29	5.7	2.2	2.59	5.6	2.3	2.43	5.6	2.3	2.43	5.6	2.3	2.43
Friendships	5.7	3.5	1.63	5.5	3.2	1.72	5.7	3.2	1.78	5.7	3.3	1.73	5.5	3.1	1.77	5.9	3.2	1.84
Personal Development	4.8	3.2	1.50	4.7	3.0	1.57	4.4	3.1	1.42	4.8	3.1	1.55	4.7	2.8	1.68	5.0	2.9	1.72
Economic Security	3.7	3.8	0.97	3.8	3.9	0.97	3.6	4.0	0.90	3.9	3.8	1.03	4.2	4.2	1.00	4.4	4.7	0.94
Comfort and Pleasure	5.4	4.5	1.20	5.7	4.5	1.27	5.1	4.7	1.08	5.5	4.9	1.12	5.7	4.7	1.21	5.5	4.2	1.31
Means	4.95		1.51	4.95		1.49	4.82		1.49	5.03		1.52	5.15		1.57	5.18		1.53
N		238			195			79			214			66			48	

<sup>a</sup>The higher the value, the greater the satisfaction expressed.<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

Table B28

AFJES RESPONDENTS:

PAST (PART C) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE RANK<sup>b</sup>  
 ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
 (by Preferred Service)

Value Category	Preferred Service														
	Army			Navy			Marines			Air Force			Coast Guard		
	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI
Work	4.5	4.3	1.05	4.8	4.6	1.04	4.7	4.1	1.15	4.7	4.4	1.07	4.7	4.4	1.07
Family	5.1	2.5	2.04	5.2	2.7	1.92	5.4	2.2	2.45	5.2	2.6	2.00	4.9	2.7	1.81
Friendships	5.6	2.9	1.93	5.4	2.7	2.00	5.5	2.7	2.04	5.5	2.7	2.04	5.5	2.6	2.12
Personal Development	4.7	3.3	1.42	4.6	3.2	1.44	4.9	3.8	1.29	4.8	3.3	1.45	4.5	2.9	1.55
Economic Security	4.0	4.2	0.95	4.3	4.0	1.08	4.5	4.4	1.02	4.3	4.3	1.00	4.2	4.5	0.93
Comfort and Pleasure	5.2	3.8	1.37	5.4	3.7	1.46	5.6	3.8	1.47	5.4	3.7	1.46	5.2	3.7	1.40
Means	4.85		1.46	4.95		1.49	5.10		1.57	4.98		1.50	4.83		1.48
N	238			195			79			214			66		

<sup>a</sup>The higher the value, the greater the satisfaction expressed.<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

Table B29

AFMCS RESPONDENTS:  
 FUTURE (PART D) MEAN LEVELS OF SATISFACTION<sup>a</sup> AND MEAN IMPORTANCE RANK<sup>b</sup>  
 ATTACHED TO THE SIX MAJOR VALUE CATEGORIES  
 (by Preferred Service)

Value Category	Preferred Service														
	Army			Navy			Marines			Air Force			Coast Guard		
	Sat	Imp	SI <sup>c</sup>	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI	Sat	Imp	SI
Work	5.6	3.4	1.65	5.5	3.3	1.67	5.9	3.1	1.90	5.8	3.4	1.70	5.9	3.4	1.74
Family	6.2	2.2	2.82	6.0	2.6	2.31	6.1	2.4	2.54	6.0	2.3	2.61	5.9	2.5	2.36
Friendships	5.8	3.7	1.57	5.7	3.6	1.58	6.0	3.6	1.67	5.7	3.7	1.54	5.6	3.3	1.70
Personal Development	5.8	3.4	1.70	5.6	3.4	1.65	6.2	3.2	1.94	5.8	3.4	1.70	5.7	3.1	1.84
Economic Security	5.5	3.7	1.49	5.4	3.5	1.54	5.8	3.9	1.49	5.4	3.5	1.54	5.6	4.0	1.40
Comfort and Pleasure	5.7	4.7	1.21	5.6	4.6	1.22	5.9	4.9	1.20	5.6	4.7	1.19	5.6	4.7	1.19
Means	5.77		1.73	5.63		1.66	5.98		1.78	5.72		1.72	5.72		1.70
N		238			195			79			214			66	

<sup>a</sup>The higher the value, the greater the satisfaction expressed.

<sup>b</sup>Importance ranking ranged from 1 - most important, to 6 - least important.

<sup>c</sup>SI = Satisfaction Index, which is the mean satisfaction value divided by the mean importance rank.

Table B30  
AFMRS RESPONDENTS:  
ESTIMATES (PART F) OF IMPORTANCE RANK OF GOALS AND WHERE BETTER SATISFIED<sup>a</sup>  
(by Preferred Service)

Goals	Preferred Service											
	Army		Navy		Marines		Air Force		Coast Guard		None	
	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value	Imp. Rank	Scale Value
1. Travel and new experience	8	3.6	8	4.2	2	3.6	9	4.2	12	5.0	14	5.2
2. Training for greater responsibility	15	4.0	20	4.2	9.5	3.6	18	4.3	23	5.3	25	6.0
3. Opportunity for education	5	4.2	3	4.9	3	4.1	3	4.8	7.5	5.8	9	6.1
4. Health care	10	3.9	10	4.3	9.5	3.6	19.5	3.9	17.5	4.8	12.5	5.7
5. Opportunity to serve country	25	3.0	26.5	3.4	12.5	2.6	28	3.3	29	4.3	22.5	5.2
6. Job security	3	4.1	7	4.1	6	4.3	5.5	4.2	7.5	4.7	25	5.4
7. Satisfying life	4	5.1	4	5.8	14	4.9	4	5.7	2.5	6.3	9	6.6
8. Opportunity to find beauty in life	26	5.6	24	5.8	21	4.9	24.5	5.6	12	6.4	9	6.3
9. Satisfying friendships	12	5.0	5.5	5.2	7	5.0	10	5.1	6	5.7	5	6.5
10. Recreation opportunity	30	4.9	26.5	5.3	30	5.1	26	5.1	28	5.9	23	6.3
11. Free time	21	5.5	21.5	5.8	17.5	5.5	19.5	5.5	15	6.1	14	6.1
12. Happy family life	1	5.8	1	6.0	1	5.8	1	6.0	1	6.7	1	6.7
13. Being important work	22.5	4.4	21.5	4.9	17.5	4.0	27	4.8	17.5	5.5	25	6.2
14. Security for family	2	4.7	2	5.0	5	4.7	2	4.9	9.5	5.7	7	6.2
15. Ability to plan future	16	5.0	16	5.2	11	4.8	14	5.3	15	6.0	17	6.1
16. Ability to make better world	17	4.3	14	4.7	24	3.9	21	4.7	12	5.9	3.5	6.4
17. Treated like a person	13	5.0	11.5	5.5	24	5.0	17	5.5	20.5	6.1	14	6.6
18. Satisfactory income	9	5.4	15	5.5	15	4.9	7	5.6	15	6.2	22.5	6.5
19. Comfortable life	18	5.5	18	5.4	21	5.5	12.5	5.6	19	6.4	14	6.7
20. Exciting life	22.5	4.5	24	4.7	17.5	4.1	16	4.7	20.5	5.7	19.5	6.2
21. Good working conditions	20	5.1	19	5.2	21	5.2	15	5.4	24.5	6.0	28	6.3
22. Good leaders and bosses	28.5	4.5	30	4.6	29	3.9	30	4.8	30	5.4	23	5.5
23. Treated fairly under law	24	4.6	17	4.8	26.5	4.3	23	4.8	22	5.3	18	6.4
24. Personal freedom and control	11	5.7	9	5.8	17.5	5.5	5.5	5.8	2.5	6.3	2	6.6
25. Have respect of others	19	4.3	24	4.6	12.5	4.2	24.5	4.4	26.5	5.3	14	6.1
26. Acquire knowledge and wisdom	14	4.6	11.5	4.8	26.5	4.3	12.5	4.7	9.5	5.5	11	6.5
27. Make the most of myself	7	4.8	13	5.2	8	4.2	11	5.1	5	6.3	6	6.7
28. Recognition of my ability	27	4.3	29	5.0	28	3.9	22	4.8	24.5	5.6	30	6.2
29. Good race relations	28.5	4.4	28	4.4	24	4.0	29	4.4	26.5	5.1	21	6.1
30. Have self-respect	6	4.7	5.5	4.9	4	4.3	8	4.7	4	5.8	3.5	6.7
Means		4.68		4.97		4.46		4.92		5.70		6.27
N	238		195		79		214		66		48	

<sup>a</sup>Indifference value = 4.0; less than 4 favors Army, more than 4 favors civilian environment.

Appendix C

TESTS OF STATISTICAL SIGNIFICANCE



## Appendix C

### TESTS OF STATISTICAL SIGNIFICANCE

#### PURPOSE

This appendix provides procedures for testing the general level of statistical significance between means, and between proportions for data in the report.

#### TESTING FOR STATISTICAL SIGNIFICANCE\*

A statistic used throughout the report is the measure called the Satisfaction Index (SI), defined as the ratio of the mean satisfaction rating to the mean importance rank the respondents accorded those satisfactions. No test of statistical significance was devised for the SI, but it is possible to examine differences between groups, testing the two components of the SI. If either the mean importance ranking between two groups or the mean satisfaction rating between the two groups is different from each other, then the SI values can generally be presumed to be significantly different as well; if both the rankings and ratings are different, one can be assured of real differences between the SI values (although differences could cancel each other if both were in the same direction).

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\*The t-tests formulas used are described in Fundamental Statistics in Psychology and Education, by J. P. Guilford, New York: McGraw-Hill Book Co., Inc., 1950.

#### Differences Between Mean Ratings or Rankings

The variables for which means are reported in the report — mean importance rankings across six ranks, mean rating across a 5-point enlistment scale, mean ratings across a 7-point satisfaction scale — have small dispersion among their standard deviations (SD), even though the N may be large. For the following ranges, the standard deviations are seldom exceeded:

<u>Range</u>	<u>SD</u>
7	2.00
6	1.75
5	1.50

The curves in Figure C1 were developed with the assumptions that the standard deviations of the samples being compared are identical and that the samples are independent. If the samples being tested are not independent, smaller differences between means are required for significance, so the test being made by use of Figure C1 will be conservative (fewer differences being found beyond the limit stated than is actually the case).

To determine the mean difference required for statistical significance, one should choose the standard deviations appropriate to the range of the variable, sum the two sample N's, and use the appropriate curve. For example, suppose one were comparing two distributions of importance ranking

	<u>Sample 1</u>	<u>Sample 2</u>
Mean Importance	3.00	2.60
SD	1.50	1.50
N	130	170

Assume that the appropriate SD is 1.50, and that the means are 3.00, with an N of 130, and 2.60, with an N of 170. The mean difference (3.00 - 2.60) equals .40, with a summed N of 300. The value is well above the curve, so is statistically significant beyond the .05 level.

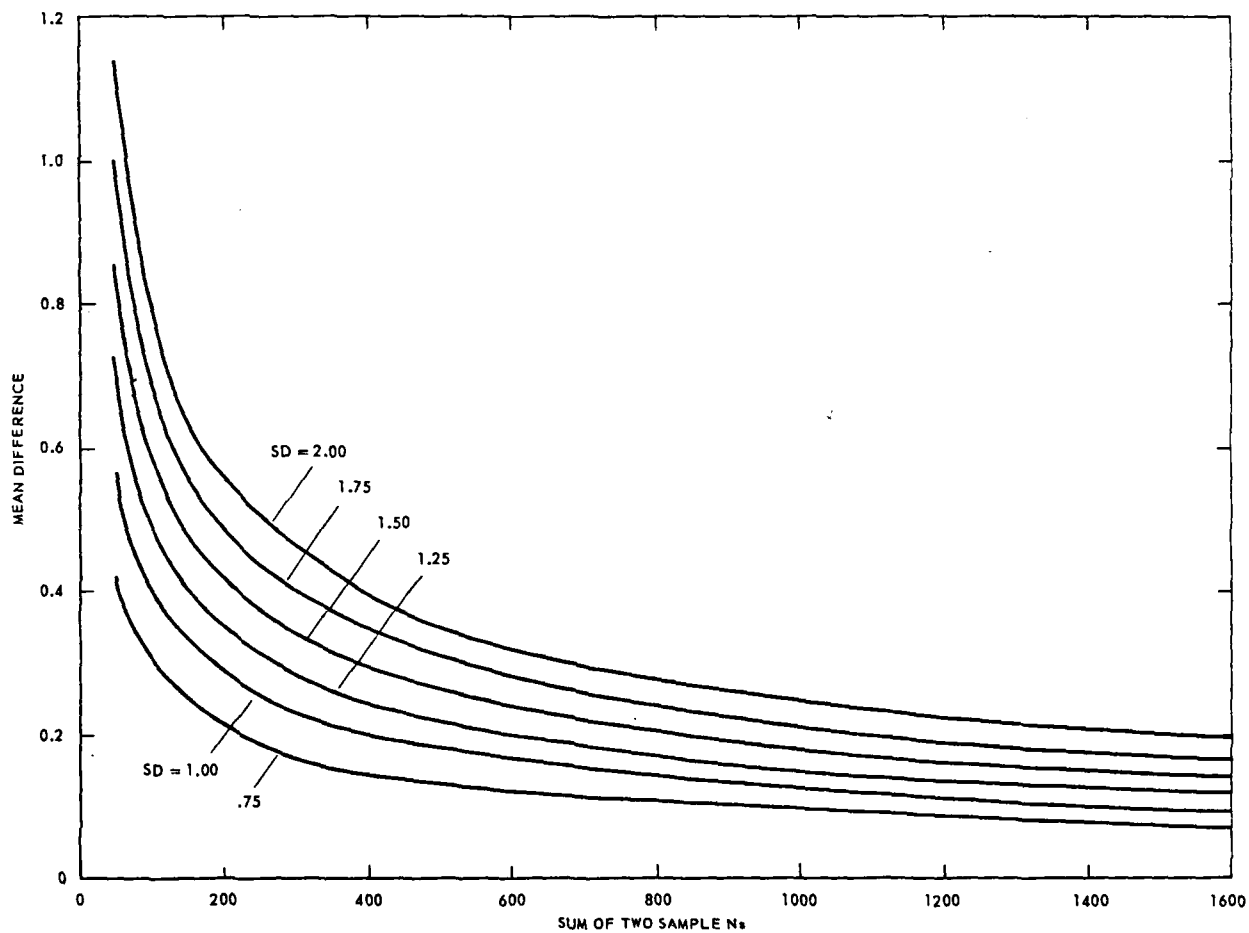


Fig. C1—t-Tests of Statistical Significance (5 Percent Level) for Importance, Satisfaction, and Reenlistment Means

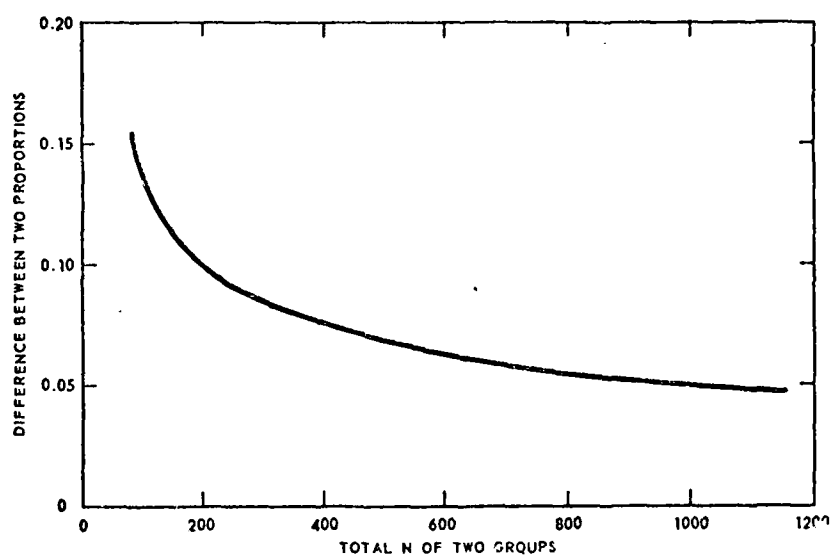


Fig. C2—t-Test of Statistical Significance (5 Percent Level) for Differences between Two Proportions

As noted, a test is a conservative approximation of the real significance level, erring on the side of underestimating the confidence level, and calling fewer differences significant than is the actual case. However, if one of the two N's is very small in comparison with the other, there is some chance of calling a difference significant when it truly is not.

#### Differences Between Proportions

One may test for differences for two proportions by use of Fig. C2. For example, suppose one were testing the differences in response of two groups on a category using the following data:

	<u>Sample 1</u>	<u>Sample 2</u>
No. of responses	100	65
Size of sample (No. of respondents)	200	100
Responses per respondent (proportion)	.50	.65

The difference between the two proportions is .15,  $(.65 - .50)$ ; the combined N is 300. Looking at Fig. C2, it is seen that the point of intersection is above the curve, hence can be presumed to be a significant difference. As with the test for mean differences, if one N is very small in comparison with the other, the test has less reliability.

Appendix D

EVALUATION OF SUGGESTIONS FOR CHANGE

## Appendix D

### EVALUATION OF SUGGESTIONS FOR CHANGE

#### INSTRUCTIONS TO EVALUATORS

##### General

The suggestions on the attached sheets are general, and then somewhat specific — suggestions for change made in the Value Conflicts study and in the RAC IR study, "Determination of the Potential for Dissidence in the US Army." The generic suggestions listed and some of the specific ones are related to those things thought to be important by those persons who favor and are generally satisfied in a military environment. The emphasis in the suggestions is the effect of the change upon the enlisted persons in the Army. While it does not discount change that would affect the officer corps, the assumption would have a salutary effect upon the officer corps as well.

##### Procedure

Each change is to be evaluated independently by each evaluator against five criteria:

- A. The estimated effect of the change on military performance of men or organizations, and on the accomplishment of military missions.
- B. The cost of or savings effected by the change in terms of capital costs, manpower, and operational costs.
- C. The estimated attractiveness of the change to those now in uniform and to the prospective soldier.
- D. The relation of the change to what should be retained of the Army as an institution; that is, those ideal and enduring qualities of the character of the military institution.
- E. The political feasibility of implementing the change in the next two years.

Each criterion will be rated according to a five-point scale, ++, +, 0, -, and --, with the meaning of the rating as described for each criterion.

The rating that an evaluator makes for each criterion may be highly judgmental, as sufficient facts concerning each criterion are not known. The last step in the exercise will be an attempt to reach some consensus on rating to make some crude ordering of changes on the various criteria.

Criterion A includes proficiency/effectiveness of both individuals and organizations with respect to such things as training, acquisition of skill and knowledge, and combat readiness. Additional individual proficiency measures that should be considered relative to the suggested change are the effect the change would have on the personal development of the individual, the maintenance of his identity, the acquisition of skills, and the knowledge that might serve him in the future, either in the Army or as a civilian. The rating should be made according to the following scheme:

- ++ Proficiency estimated to be definitely higher
- + Proficiency estimated to be slightly higher
- 0 No change estimated
- Slight decline estimated in proficiency
- Definite decline estimated in proficiency

Criterion B is that of cost associated with the change. It will bear some relationship to the cost analysis of the VOLAR innovations currently being conducted by RAC as a part of the Modern Volunteer Army experimentation. The rating should be made with these guides in mind:

- Cost of implementation estimated to be marked
- Cost of implementation estimated to be slightly higher
- 0 No change
- + Estimate of slight saving
- ++ Estimate of significant saving

Criterion C is the personal satisfactions of the individuals associated with the change. Estimates have been made through the survey instruments already administered that show an indication of increased or decreased satisfaction associated with the change, and estimates of satisfaction and attractiveness inferred from the frequency with which



a change is mentioned. Data will be available from the draft value conflicts and potential for dissidence studies, so that panel members may be apprised of the satisfaction levels respondents have stated.

Ratings for this criterion should follow this guide:

- ++ Estimate of definite increase in satisfaction
- + Estimate of slight increase in satisfaction
- 0 No change
- Estimate of slight decrease in satisfaction
- Estimate of definite decrease in satisfaction

Criterion D, which is implicit in the statement of the study objectives, deals with "fundamental values of members of military institutions upon which effective operations in combat...depend." An evaluator has his own concept of the proper character of the military institution, and may find confirmation or disconfirmation of his concept in the value conflicts study. The evaluator should examine the suggestion with this scale in mind:

- ++ Reinforces the desirable qualities of the institution
- + May reinforce the desirable qualities of the institution
- 0 Would have no effect
- Would tend to change the institution adversely
- Would have definite adverse effect on the institution

Criterion E is the political feasibility of instituting the change in the next two years, taking into account the apparent public attitude toward the change, the apparent military attitude toward the change, and the requirement for legislation that might be needed if the change is to be implemented.

- ++ Political climate estimated to be favorable
- + Political climate estimated to be slightly favorable
- 0 Political climate would have no effect
- Political climate estimated to be slightly adverse
- Political climate estimated to be definitely adverse

#### RESULTS

Responses to the evaluation are summarized in Table D1. For ease of summary, -- is recoded to 1, - to 2, 0 to 3, + to 4, and ++ is recoded to 5. Consensus values were developed for the military evaluators only.

Table D1

## SUMMARY OF MILITARY AND RAC ANALYSTS' EVALUATION OF SUGGESTIONS FOR CHANGE

Suggestion	Evaluators	Criteria									
		A		B		C		D		E	
			Con.*		Con.		Con.		Con.		Con.
<b>1. Incentive Enlisted Pay and Allowances</b>											
The enlisted pay schedule is a matter of concern for both officers and enlisted men; it is generally cited by the enlisted ranks as the item of greatest important concern. Pay is not felt to be sufficient to entitle an enlisted man who is married, and without his wife working away from the home, to an average standard of living. In addition, those persons who have been working before coming into the Army find that they are taking a substantial decline in income, the consequence of entry into service, and so feel that they are being punished. The recent instant bonus has a compensating effect, but there is some danger that it may attract people into the service who are motivated less by the desire to serve their country in the Army than by the financial benefits they are gaining.											
a. Essentially double the entrance pay of lower ranking enlisted men in the Army.	Military Civilian	3, 4, 4 3, 3, 4, 3	4 -	1, 1, 1 5, 1, 2, 1	1 -	5, 4, 4 5, 5, 5, 5	4 -	3, 4, 5 3, 4, 3, 3	4 -	5, 5, 5 4, 5, 2, 4	5 -
b. Provide furniture for quarters of married E4s, both on or off post.	Military Civilian	3, 4, 4 3, 3, 4, 4	4 -	1, 1, 2 5, 2, 2, 2	1 -	5, 4, 4 5, 3, 5, 4	4 -	3, 3, 4 3, 3, 4, 3	3 -	4, 2, 4 2, 5, 2, 3	4 -
c. When in CONUS or wherever appropriate, furnish health care to dependents on a health insurance basis.	Military Civilian	3, 4, 4 4, 3, 3, 4	4 -	1, 2, 2 5, 2, 2, 3	2 -	5, 4, 4 5, 4, 5, 5	4 -	3, 4, 5 4, 4, 4, 2	4 -	2, 2, 4 4, 4, 4, 4	2 -
d. Develop information that clearly shows the individual that his true compensation is while in service; that is, show the monetary consequence of the various benefits which servicemen enjoy, and present as a total income figure.	Military Civilian	3, 3, 4 3, 3, 4, 3	3 -	3, 3, 3 3, 3, 4, 3	3 -	4, 4, 4 4, 3, 4, 3	4 -	3, 4, 4 4, 3, 4, 3	4 -	4, 5, 4 3, 5, 4, 3	4 -
e. After certain number of years in service, soldier can retire at percent of retirement.	Military Civilian		3 -		1 -		5 -		4 -		2 -

\*Consensus

Table D1 (continued)

Question	Evaluators	Criteria									
		A		B		C		D		E	
			Con.		Con.		Con.		Con.		Con.
<b>2. Increase Freedom and Privacy in Enlisted Quarters</b>											
The enlisted individual in service expresses a general feeling of concern over having lost control over his life, which extends even to his eating and sleeping. At the present time, the only way that an enlisted man may enjoy private life is while on pass or leave, or by seeking some quiet area on post, such as out-of-doors, in his automobile, at the library. He has no living area of his own in which he can enjoy intimate privacy. (But on the other hand, there is evidence that those who enjoy military service the most do not value their privacy as highly as those who are not militarily-oriented.)											
a. Install cubicles in barracks which would accommodate two men, say, and which are reasonably sound-proof.	Military Civilian	3, 4, 4 3, 4, 3, 3	4 -	1, 1, 2 5, 1, 2, 2	1 -	5, 4, 4 5, 5, 5, 5	4 -	3, 3, 4 3, 3, 4, 3	3 -	5, 5, 4 5, 5, 4, 4	5 -
b. Make toilets and showers in barracks individual.	Military Civilian	3, 4, 4 3, 4, 3, 3	5 -	1, 1, 2 5, 1, 2, 2	1 -	5, 4, 4 5, 5, 5, 5	4 -	3, 3, 4 3, 3, 4, 3	3 -	5, 2, 4 5, 5, 4, 4	4 -
c. Improve quality of enlisted quarters in terms of attractiveness (rugs, draperies, individualized decoration and wall hangings, also individualized furniture).	Military Civilian	3, 4, 4 3, 3, 3, 3	4 -	1, 1, 2 5, 2, 2, 2	1 -	5, 4, 4 5, 4, 5, 5	4 -	3, 3, 4 3, 3, 4, 3	3 -	4, 4, 4 5, 5, 4, 4	4 -
d. Provide refrigerators in barracks.	Military Civilian	3, 3, 4 3, 3, 3, 3	3 -	1, 1, 2 4, 2, 2, 2	1 -	3, 3, 4 4, 3, 4, 4	3 -	3, 3, 4 3, 3, 4, 2	3 -	3, 1, 4 3, 5, 2, 3	4 -

**3. Change Procedures for Assignment to Duty Station**

Soldiers of all ranks complain that they do not have enough control over their lives with respect to duty assignment. Lack of foreknowledge of an impending move is noted, forcing one to uproot his family abruptly; this is principally a married man's complaint. The married man likes to have his family in a stabilized situation from the standpoint of school and family activities; security for the serviceman's family stands highest in the order of things important to him. Oftentimes an abrupt change of assignment results in an economic loss to the individual as he has not had sufficient time to arrange his affairs - nor is he compensated for his economic loss.

Table D1 (continued)

Suggestion	Evaluators	Criteria									
		A		B		C		D		E	
			Con.		Con.		Con.		Con.		Con.
a. Improve the method for forewarning individuals about a change in duty station, especially for persons having families.	Military Civilian	4, 4, 4 4, 5, 4, 4	4 -	3, 2, 3 3, 0, 2, 3	3 -	5, 4, 4 5, 5, 4, 4	4 -	3, 5, 5 3, 5, 4, 3	5 -	3, 4, 4 3, 5, 4, 3	4 -
b. Allow choice of assignment location, providing information about living costs, education facilities, and other opportunities at various locations.	Military Civilian	4, 4, 5 4, 4, 3, 3	4 -	3, 2, 2 4, 2, 2, 2	2 -	5, 5, 4 5, 4, 4, 4	5 -	3, 5, 4 4, 5, 4, 3	4 -	3, 4, 4 2, 4, 4, 3	4 -
c. Guarantee stabilized tours of a minimum of one year or longer to those who request them.	Military Civilian	5, 4, 4 4, 5, 2, 2	4 -	3, 4, 5 4, 4, 2, 2	4 -	5, 4, 4 5, 5, 5, 4	4 -	3, 5, 5 4, 5, 4, 3	5 -	3, 4, 4 2, 4, 4, 3	4 -
d. Provide complete reimbursement of travel and relocation expense for persons having a permanent change of station (all grades).	Military Civilian	3, 3, 4 3, 4, 3, 3	3 -	1, 2, 1 5, 1, 2, 2	1 -	5, 4, 4 5, 4, 5, 4	4 -	3, 5, 5 3, 3, 4, 3	5 -	1, 4, 4 2, 4, 4, 2	3 -
<b>4. Improve Availability of Family Housing for Lower Ranking Enlisted Men</b>											
Lower ranking men with families (about 30 percent are married) feel that compensation is not adequate to their requirements unless housing is provided on post or unless there is a housing subsidy. It is recognized there is an interrelation between Item 1 (increasing enlisted pay) and the providing of family housing. If the pay is high enough, the man can provide his own housing. There is resentment on the part of enlisted men with families because higher ranking enlisted men and officers are provided housing; the lower ranking men feel they are discriminated against. It would appear that there should be generally equal treatment, in principle, in provision of housing of soldiers.											
a. Provide on-post housing for the lower ranking enlisted force that is married.	Military Civilian	3, 4, 4 4, 4, 4, 4	4 -	1, 1, 2 5, 2, 1, 2	1 -	5, 4, 4 5, 4, 5, 4	4 -	3, 5, 4 4, 4, 4, 3	4 -	1, 5, 4 2, 2, 4, 2	1 or 4 -
b. Provide a housing subsidy for married enlisted men.	Military Civilian	3, 4, 4 4, 3, 4, 4	4 -	1, 1, 1 5, 1, 1, 2	1 -	5, 4, 4 5, 4, 4, 5	4 -	3, 5, 4 4, 4, 4, 3	4 -	1, 4, 4 2, 4, 4, 2	4 -
c. Reduce officer housing on post and increase enlisted housing.	Military Civilian	3, 3, 3 3, 3, 3, 3	3 -	3, 2, 3 4, 3, 2, 2	3 -	5, 3, 4 5, 4, 5, 4	3 -	3, 2, 3 4, 3, 4, 2	3 -	3, 1, 3 1, 2, 2, 3	3 -
d. Eliminate all post housing and make pay sufficient to, in effect, create a housing subsidy for everyone.	Military Civilian	3, 4, 1 4, 3, 3, 3	3 -	1, 1, 1 5, 2, 1, 2	1 -	5, 3, 1 5, 3, 5, 5	2,3,4 -	3, 1, 1 4, 2, 4, 1	1 -	1, 1, 4 1, 2, 2, 2	1 -
e. Institute home-post concept.	Military		4		1		3		4		2

Table D1 (continued)

Suggestions	Evaluators	Criteria									
		A		B		C		D		E	
			Con.		Con.		Con.		Con.		Con.
<b>5. <u>Improve Evaluation and Promotion Procedures</u></b>											
Both officers and enlisted men complain about the procedures. Officer complaints center on the system of officer efficiency ratings and the lack of appeal to a felt unfair evaluation. Enlisted complaints center on the seniority system and reliance upon time in grade to gain rank in enlisted ranks. The general concern is that merit is not sufficiently rewarded, and that personality in the officer ranks and time in grade in enlisted ranks is of higher consideration. There is also concern expressed that there are discriminatory practices in recommendations for promotion, and that some racial and ethnic groups do not get their fair share.											
a. Reduce effect of time in grade for advancement.	Military Civilian	4, 4, 4 4, 4, 4, 4	4 -	3, 2, 3 4, 3, 4, 3	3 -	4, 4, 4 5, 4, 4, 4	4 -	4, 2, 4 4, 4, 4, 3	3, 4 -	3, 2, 3 2, 3, 1	3 -
b. Develop additional ways for measuring merit, such as peer ratings and subordinate ratings.	Military Civilian	4, 4, 5 4, 4, 4, 4	4 -	2, 2, 3 3, 2, 4, 3	2 -	4, 4, 5 5, 4, 4, 4	4 -	4, 4, 5 5, 4, 4, 3	4 -	3, 2, 2 3, 3, 4, 3	3 -
c. Develop opportunity for anyone to "strike" for a higher rating as is done in the Navy.	Military Civilian	4, 4, 4 4, 4, 4, 4	4 -	3, 2, 3 4, 3, 4, 3	2 -	4, 4, 4 5, 4, 4, 4	4 -	4, 4, 4 4, 4, 4, 3	4 -	3, 2, 4 3, 3, 4, 3	3 -

**6. Improve Military Leadership**

There are complaints common to any organization about leaders whose objectives are to cover themselves so as to be secure in their own position, and not necessarily subordinate their own grades to those of the organization. Leadership is criticized for being insensitive to the needs and desires of subordinates, and for presenting tasks to subordinates without challenge or in a manner such that there is hostility and antagonism toward the leader. In some sense a more personal leadership is called for, but more ideally a leadership which takes into account the fact that subordinates are thinking persons like the leader, and like explanation and rationale for what they are being asked to do. Leaders are frequently criticized by subordinates for not being adequate to their leadership tasks, having neither the skill necessary nor the leadership style required to carry out their duties. As a part of the questioning of leadership, there also is a questioning (among those in service involuntarily) of the need for the military conventions of rank, of formal address ("Sir"), and of saluting.

Table D1 (continued)

Functions	Evaluators	Criteria									
		A		B		C		D		E	
			Con.		Con.		Con.		Con.		Con.
a. Training program in human relations for NCO officer personnel.	Military Civilian	4, 5, 3 5, 4, 4, 4	4 -	2, 2, 2 4, 2, 4, 3	2 -	4, 4, 3 5, 3, 4, 3	4 -	4, 5, 4 4, 4, 4, 3	4 -	3, 5, 4 5, 5, 2, 3	4 -
b. Establishment of a system for participation of lower ranking enlisted men and NCO, along with company officer personnel in the policy-making procedures within company-sized organizations.	Military Civilian	1, 4, 5 4, 4, 4, 4	1, 4, 5 -	3, 3, 4 3, 2, 4, 3	3, 4 -	4, 3, 5 5, 3, 4, 4	3, 4, 5 -	1, 4, 5 4, 3, 4, 2	1, 4, 5 -	3, 2, 4 2, 2, 4, 3	2, 3 -
c. Training of leadership personnel in the communication process.	Military Civilian	4, 4, 5 5, 4, 5, 5	4 -	2, 2, 3 4, 2, 4, 3	2, 3 -	4, 4, 4 5, 4, 4, 4	4 -	4, 5, 4 5, 4, 4, 3	4 -	3, 5, 4 5, 4, 4, 4	4 -
d. Dramatize an overlap in pay among all pay grades, E1 through the highest officer grade, an overlap that is more distinctive than the present overlap on the basis of longevity.	Military Civilian	2, 3, 3 3, 4, 4	3 -	2, 1, 3 4, 3, 4, 2	2 -	4, 3, 3 4, 4, 4, 4	3 -	2, 3, 3 3, 4, 4, 2	3 -	3, 2, 3 3, 5, 4, 4	3 -
e. Improve officer/enlisted relationships through small unit, intramural mixed officer-enlisted sporting activities and social functions.	Military Civilian	1, 4, 4 4, 3, 2, 3	4 -	3, 2, 3 3, 3, 3, 3	3 -	4, 4, 4 4, 4, 4, 4	4 -	1, 4, 4 2, 3, 4, 3	4 -	3, 4, 4 3, 4, 4, 3	4 -
f. Relax requirements for saluting, except for ceremonial and reporting activities, making saluting voluntary.	Military Civilian	3, 3, 3 3, 3, 4, 3	3 -	3, 3, 3 3, 3, 3, 3	3 -	4, 3, 3 4, 3, 5, 4	3 -	2, 3, 3 3, 3, 4, 2	3 -	3, 1, 2 3, 2, 4, 3	2 -
g. Make the use of "Sir" voluntary.	Military Civilian	3, 3, 3 3, 3, 4, 3	3 -	3, 3, 3 3, 3, 3, 3	3 -	4, 3, 3 4, 3, 5, 4	3 -	2, 3, 3 3, 3, 4, 2	3 -	3, 1, 2 3, 2, 4, 3	2 -
h. Develop a new concept of common meeting ground for all ranks and their families where rank and social distinctions are less evident (other than chapel, movies, post entertainment).	Military Civilian	3, 3, 4 3, 3, 4, 3	3 -	3, 2, 3 3, 3, 3, 3	3 -	4, 3, 4 3, 3, 4, 4	4 -	3, 3, 4 3, 3, 4, 3	4 -	3, 1, 2 2, 4, 4, 2	2 -

7. Establish Moderate Regularity in Duty Hours

Another element of personal control which soldiers would like to have more of is with respect to the hours of duty. Then a man could better plan for the use of his spare time with his family, friends, or avocation. A requirement for a 5-day week has eased somewhat the need for relaxed duty hours. Understandably in many units, requirements for training may go beyond an 8-hour day, especially if traditional formations such as reveille and retreat are observed. The reaction against the restrictions of personal freedom comes mostly from the enlisted ranks in field units, and from company grade officers who must meet these formations. There is felt to be an unfairness on the part of lower ranking enlisted men in that they are required

Table D1 (continued)

Suggestions	Evaluators	Criteria									
		A		B		C		D		E	
			Con.		Con.		Con.		Con.		Con.
7. (continued)											
to put in the longer days, while senior NCOs and some, or a larger portion, of the company officers may not have to. It appears that occasional long duty hours are not objected to so long as the duty is meaningful. The key in management of the work day would appear to be increased regularity in duty hours, to instill a sense of real purpose associated with extra work, and to not be so demanding that it restricts an individual unduly.											
a. Attempt to establish an 8-hour day when units are in garrison duty. (non-duty)	Military Civilian	3, 4, 4 4, 5, 2, 3	4 -	4, 3, 4 4, 4, 3, 3	4 -	5, 5, 4 5, 5, 4, 5	5 -	4, 2, 4 4, 4, 4, 3	4 -	3, 1, 3 4, 2, 4, 3	2 -
b. Issue open passes for use during nonduty hours (in garrison COMUS) without restriction as to time and distance.	Military Civilian	2, 4, 4 3, 4, 3, 3	4 -	3, 3, 3 3, 3, 3, 3	3 -	5, 4, 4 5, 4, 5, 5	4 -	4, 4, 4 3, 4, 4, 3	4 -	3, 5, 4 4, 4, 4, 3	4 -
c. Eliminate reveille, retreat, and other such day-prolonging formations (except perhaps in basic training).	Military Civilian	3, 4, 4 3, 4, 3, 3	4 -	3, 3, 3 3, 3, 3, 3	3 -	5, 4, 4 5, 4, 5, 4	4 -	4, 4, 4 2, 4, 4, 2	4 -	3, 5, 4 4, 4, 4, 3	4 -
d. Provide two shifts of NCOs for training activities.	Military Civilian	4, 5, 4 4, 4, 2, 4	4 -	2, 1, 2 5, 2, 2, 2	2 -	4, 5, 4 4, 4, 4, 4	4 -	3, 4, 3 3, 4, 4, 3	3 -	3, 2, 4 3, 3, 2, 2	3 -
e. Provide extra pay for extended work.	Military Civilian	2, 4, 4 4, 3, 4, 4	4 -	1, 2, 2 5, 2, 1, 2	2 0	5, 4, 4 5, 4, 5, 4	4 -	2, 2, 3 3, 4, 4, 2	2 -	2, 1, 4 3, 1, 2, 4	4 -

#### 8. Increase Personal Control for Lower Ranking Enlisted Men

There is in the present youth culture an expectation of greater freedom and control over one's life style. This has come about through the state of affluence of the nation and through use of more temperate and permissive child-rearing practices. Along with this comes a sense on the part of the individual of wishing to know what he does and why, and a desire for freedom to decide for himself what he wishes to do. It may well be that the kinds of persons who might be attracted into an all-volunteer Army are less of the type who desire personal control than those who would not be attracted to it, but it is apparent from survey results that even the militarily-oriented individuals desire more freedom and control than they are accorded. Personal freedom and control, which the individual desires,



Table D1 (continued)

Proposition	Evaluators	Criteria									
		A		B		C		D		E	
			Con.		Con.		Con.		Con.		Con.
2. (continued)											
is less during the time of formal duty, although that is reflected somewhat in demands for personal expression and taste in clothing, hair, and appearance. But a strong desire for fewer restrictions when off duty exists; individuals wish to wear what they like, to go where they wish to go, to behave as they wish to behave without restrictions upon their behavior — which are normally associated with life in the military system. Modern-day soldiers often fail to realize what the distinctive character of the military institution is supposed to be. They have little concept of the Uniform Code of Military Justice and do not appreciate that some of the Articles are intended to maintain the military system, while others are intended to be the code for criminal misbehavior in either a military or a civilian sense.											
a. Relax all controls on personal appearance both on and off duty, and rely solely upon performance.	Military Civilian	3, 2, 2 3, 3, 4, 2	2 -	3, 3, 3 3, 3, 3, 3	3 -	5, 3, 3 5, 3, 4, 4	3 -	1, 1, 1 2, 1, 4, 1	1 -	3, 1, 2 1, 2, 2, 2	2 -
b. Maintain a more rigid military atmosphere but relax controls selectively, say with respect to hair length and uniformity. Insist upon discipline.	Military Civilian	3, 4, 4 4, 4, 4, 3	4 -	3, 3, 3 3, 3, 3, 3	3 -	4, 4, 4 4, 5, 5, 4	4 -	4, 4, 4 4, 5, 4, 3	4 -	3, 4, 4 4, 2, 4, 4	4 -
c. Revise the arrangement of Articles in the Manual for Courts-Martial so that those Articles that are disciplinary are grouped, those of criminal action are grouped, those that bridge the two are grouped, and develop indoctrination programs so that soldiers are aware of these distinctions.	Military Civilian	4, 3, 3 4, 3, 4, 4	3 -	2, 2, 3 3, 2, 2, 3	2 -	4, 4, 4 3, 4, 4, 3	4 -	4, 4, 4 4, 5, 4, 3	4 -	3, 4, 4 3, 4, 2, 3	4 -
d. Relax concern for homosexual behavior in the service and other forms of deviant behavior in off-duty hours.	Military Civilian	3, 3, 3 3, 3, 3, 3	3 -	3, 3, 3 3, 3, 3, 3	3 -	4, 3, 4 4, 4, 4, 4	4 -	3, 1, 4 1, 4, 4, 2	2 -	3, 1, 4 1, 2, 2, 1	2 -
e. Have co-ed barracks.	Military Civilian	3, 4, 3 3, 3, 3, 3	3 -	1, 1, 3 4, 2, 3, 2	1 -	5, 4, 4 5, 4, 4, 4	4 -	3, 4, 4 3, 4, 4, 2	4 -	3, 1, 4 2, 1, 2, 2	1 -
f. Remove commander's authority to establish "off limits"; let the individual decide.	Military Civilian	3, 3, 2 3, 3, 3, 3	3 -	3, 3, 3 3, 3, 3, 3	3 -	4, 3, 3 5, 3, 4, 4	3 -	2, 2, 2 2, 2, 4, 3	2 -	3, 1, 2 1, 2, 2, 3	2 -
g. Make soldiers responsible to civil law when off duty and off post.	Military		2		3		5		4		1

Table D1 (continued)

Suggestions	Evaluators	Criteria									
		A		B		C		D		E	
			Con.		Con.		Con.		Con.		Con.
<b>9. Improved MOS Designation and Job Assignment</b>											
There is a good deal of concern with malassignment. Individuals feel that their abilities have not been taken into account in the assignment process. Often they are not assigned work in the MOS. It may be that MOS distinctions are too restrictive; they should be more general so that the individual does not develop an expectation for a specific job assignment, but rather an expectation of general growth. Every individual should be so acquainted with his job assignment in relation to his military career that he can see himself progressing through the system; he should have the option of requesting a different assignment if he feels he is not satisfied with what is happening to him or with his progress.											
a. Broaden MOS designations so that there are fewer MOSs but with more persons assigned to them. (This would tend to stabilize MOS assignments inasmuch as an individual can serve in a broader range of jobs.)	Military Civilian	4, 5, 4 4, 4, 3, 4	4 -	3, 4, 4 2, 2, 3, 3	4 -	4, 4, 5 5, 5, 4, 4	4 -	3, 4, 4 4, 4, 3, 3	4 -	3, 4, 4 3, 4, 4, 3	4 -
b. As part of the human assessment procedure, determine which individuals need variety in assignment and which need continuity.	Military Civilian	4, 4, 4 4, 4, 4, 4	4 -	2, 4, 2 4, 2, 3, 3	2 -	4, 4, 5 4, 4, 4, 4	4 -	3, 4, 5 4, 4, 4, 3	4 -	3, 2, 4 4, 3, 2, 3	3 -
c. Perform periodic surveys to determine the satisfaction level within MOS categories.	Military Civilian	4, 3, 4 4, 3, 4, 4	4 -	1, 2, 2 4, 1, 2, 3	2 -	4, 3, 4 3, 4, 4, 4	4 -	3, 3, 4 3, 4, 4, 3	3 -	3, 2, 4 4, 4, 4, 3	3 -
d. Treat the enlisted corps as the officer corps is treated, and attempt to maintain a variety of assignment to promote growth of the individual.	Military Civilian	4, 4, 2 5, 4, 4, 4	4 -	1, 1, 2 4, 1, 2, 3	1 -	5, 4, 1 5, 4, 4, 4	4 -	3, 4, 1 4, 4, 4, 3	4 -	3, 4, 2 2, 4, 4, 3	4 -
e. Examine the military school system; it is reasonable to levy for students to maintain the school.	Military Civilian	4, 3, 3 4, 4, 4, 2	3 -	3, 4, 3 4, 4, 4, 1	3 -	2, 3, 2 4, 4, 4, 3	2 -	3, 4, 2 3, 3, 4, 2	3 -	3, 2, 2 3, 3, 1, 3	2 -
f. Provide more training programs where individual can proceed at own pace.	Military Civilian	2, 2, 5 5, 4, 5, 4	4 -	5, 4, 2 4, 1, 4, 4	2 -	4, 3, 5 5, 4, 4, 4	4 -	3, 2, 5 4, 4, 4, 3	4 -	3, 2, 5 4, 4, 4, 4	4 -
g. Counsel personnel so that their level of expectation about work is more in line with the realities and requirements of the Army.	Military Civilian	4, 4, 3 4, 4, 4, 4	4 -	2, 3, 3 3, 2, 4, 3	3 -	5, 5, 4 3, 5, 4, 4	5 -	3, 5, 4 3, 5, 4, 3	4 -	3, 4, 4 4, 4, 4, 3	4 -

Table D1 (continued)

Suggestions	Evaluators	Criteria									
		A		B		C		D		E	
			Con.		Con.		Con.		Con.		Con.
<b>10. Improve Military/Civilian Relationships</b>											
Currently many men in the Army feel they are second-class citizens and that the public has low regard for military personnel. This causes them to have low self-esteem and to react defensively against criticism or suggestions from non-Army personnel, or from the press or other news media.											
a. Develop public relations program to improve self-esteem of the soldier and to acquaint non-Army personnel with Army activity.	Military Civilian	3, 4, 4 4, 4, 4, 3	4 -	2, 2, 2 5, 2, 2, 3	2 -	4, 4, 4 4, 4, 4, 4	4 -	3, 2, 4 4, 3, 4, 4	3 -	1, 4, 4 4, 4, 4, 3	4 -
b. Develop many Army/local community councils that can bridge the gap between the geographically isolated post and the civilian community.	Military Civilian	3, 4, 4 3, 4, 4, 3	4 -	1, 3, 2 3, 2, 2, 3	2 -	4, 4, 4 4, 4, 4, 4	4 -	3, 4, 4 4, 4, 4, 4	4 -	3, 4, 4 4, 5, 4, 3	4 -
c. More money and services for the EM will enhance prestige.	Military Civilian	3, 3, 4 3, 3, 3, 3	3 -	2, 1, 1 5, 1, 2, 1	1 -	4, 3, 4 5, 4, 4, 5	4 -	3, 4, 4 3, 4, 4, 4	4 -	3, 4, 4 4, 4, 2, 2	4 -
<b>11. Selection Criteria</b>											
Those personnel who favor the military government feel that many servicemen have been forced into the Army and do not contribute to the good of the service.											
a. Insist upon more explicit skill requirements and persons to fill them.	Military Civilian	5, 4, 5 5, 5, 4, 5	5 -	1, 1, 2 4, 1, 3, 2	1 -	5, 2, 4 3, 4, 4, 4	4 -	5, 4, 4 4, 4, 4, 4	4 -	3, 2, 4 4, 4, 4, 3	3 -
b. Insist upon minimum educational level of high school before acceptance into service.	Military Civilian	5, 5, 3 4, 5, 4, 5	4, 5 -	1, 1, 0 4, 1, 3, 2	1 -	4, 4, 3 3, 4, 4, 4	4 -	3, 4, 2 4, 3, 4, 4	2, 3 -	3, 2, 2 2, 2, 4, 2	2 -
c. Develop a PT standard of 100 or more before acceptance.	Military Civilian	5, 4, 3 4, 4, 4, 5	4 -	1, 1, 2 4, 1, 3, 2	1 -	4, 4, 4 3, 4, 4, 4	4 -	3, 4, 4 4, 3, 4, 4	4 -	3, 2, 3 2, 2, 4, 2	3 -
d. Recruit only those who have the interests and values of prospective soldiers to see if they meet the concept of the militarily-oriented persons.	Military Civilian	3, 3, 3 4, 5, 4, 5	3 -	1, 2, 2 4, 2, 2, 3	2 -	4, 3, 4 3, 5, 4, 4	4 -	3, 4, 4 4, 4, 4, 5	4 -	3, 2, 3 4, 2, 2, 4	2 -
e. Increase utilization of females in the Army in other than combat area assignments.	Military Civilian	4, 4, 4 4, 4, 4, 4	4 -	3, 5, 5 2, 5, 3, 4	5 -	4, 4, 4 4, 4, 4, 5	4 -	2, 5, 4 3, 4, 4, 2	3, 5 -	3, 4, 4 3, 4, 2, 4	4 -
f. Provide for pre-enlistment preparatory training to improve the individual before enlisting.	Military Civilian	4, 3, 4 5, 4, 4, 3	4 -	1, 1, 1 5, 2, 1, 2	1 -	4, 3, 5 5, 5, 4, 3	4 -	4, 3, 5 4, 4, 4, 2	4 -	3, 1, 4 4, 2, 2, 4	2 -
g. Allow vocational or college courses to be taken during on-duty time.	Military		4		2		5		4		4

Table D1 (continued)

Suggestions	Evaluators	Criteria									
		A		B		C		D		E	
			Con.		Con.		Con.		Con.		Con.
<b>12. Discontinuation of Army Policies and Missions</b>											
Many officers feel that we should be out of Vietnam and feel that the Army role in present-day society should have more of a domestic emphasis. It is suggested that the Army should, in addition to its role as a defense force, also perform social service activities. In addition, many feel a less constraining contract for service should be available - to be able to give notice and quit.											
a. Contrive a modern-day CCC (perhaps in connection with pre-enlistment training).	Military	1, 3, 4	-	1, 1, 2	-	4, 3, 4	-	1, 3, 4	-	3, 2, 4	-
	Civilian	3, 3, 3, 3	-	4, 2, 2, 2	-	3, 4, 3, 4	-	3, 1, 3, 2	-	2, 1, 2, 2	-
b. Allow/encourage individuals to work off post during non-duty hours (or perhaps even during duty hours) in humanitarian and socially desirable volunteer work.	Military	1, 3, 2	2	3, 3, 3	3	4, 4, 4	4	1, 4, 4	2, 4	3, 4, 4	4
	Civilian	3, 4, 3, 3	-	3, 3, 3, 3	-	4, 4, 3, 4	-	3, 4, 3, 3	-	4, 2, 2, -	-
c. Provide for resignation from enlistment at the end of ECT.	Military	2, 4, 2	4	2, 2, 1	2	5, 4, 4	4	1, 4, 1	2, 4	3, 2, 2	2
	Civilian	3, 4, 2, 2	-	5, 2, 2, 2	-	5, 5, 4, 4	-	2, 5, 4, 3	-	2, 2, 2, 2	-
d. Provide for purchase of discharge prior to end of enlistment, with payment adjusted to training and services received.	Military	2, 3, 2	2	2, 2, 4	2	5, 3, 4	4	1, 2, 1	2	3, 1, 2	2
	Civilian	3, 2, 4, 2	-	3, 2, 3, 2	-	4, 4, 4, 3	-	3, 2, 4, 1	-	3, 2, 2, 1	-

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